

THE GEORGE WASHINGTON UNIVERSITY
Washington, D. C.

MINUTES OF A REGULAR MEETING
OF THE FACULTY SENATE HELD ON
APRIL 13, 1990, IN LISNER HALL
ROOM 603

The meeting was called to order by President Trachtenberg at
2:20 p.m.

Present: President Trachtenberg, Vice President French,
Registrar Gaglione, Parliamentarian Schechter,
Berkovich, Burdetsky, Burks, Deering, Divita,
Elgart, Fox, Garris, Graff, Griffith, Holmes,
Kirsch, Lindholm, Moore, Park, Parrish, Robbins,
Robinson, Rycroft, Seavey, Solomon, Tolchin,
Vontress, and Yezer

Absent: East, Friedenthal, Keimowitz, Kenny, Leonard,
Liebowitz, Painter, Schiff, Trangsrud, and Walker

At this point, a brief recess was called in order for a group
photograph to be taken of the Faculty Senate (1989-90 Session).
After the photo-session was completed, the Senate proceeded to
Item 3.

APPROVAL OF THE MINUTES

The minutes of the regular meeting of March 9, 1990, were
approved as distributed.

OLD BUSINESS:

RESOLUTION

SUBSTITUTE RESOLUTION 89/8, "A SUBSTITUTE RESOLUTION IN
SUPPORT OF THE NEED FOR TEACHING LOAD REDUCTIONS TO ENSURE THE
GROWTH OF RESEARCH AT THE GEORGE WASHINGTON UNIVERSITY"

On behalf of the Research Committee, Professor Garris, Chair,
moved the adoption of Substitute Resolution 89/9, and the motion
was seconded. Professor Garris said that this resolution was
broadened to include non-sponsored research in addition to
sponsored research in accordance with the recommendations of the
Senate at its January meeting.

He then called attention to the two special reports from the Research Committee which were distributed to the Senate. One, dated April 9, 1990, was entitled "Survey on Teaching Loads and Research Productivity of Full-Time Faculty" and the second one, dated April 13, 1990, was entitled "On the need for Teaching Load Reductions at The George Washington University." (These Reports are attached and made a part of these minutes.) Professor Garris said that the two Reports were prepared to provide background information and to attempt to answer questions raised. He then outlined the main points in the Reports. From information received in the survey, Professor Garris said that basically there was very strong support among the department chairmen for the concept that reduced teaching loads would produce an improvement in research productivity and in hiring and retaining good faculty. In the Report which compared GWU to market basket institutions, including Georgetown University, he said that GW was in the same category in terms of financial strength, but as far as research was concerned, GW was at the bottom. Therefore, the conclusion of the Committee was that GW would have to set up incentives to encourage people to improve their research and to create an environment that enabled the University to attract the highest quality faculty. Professor Garris then thanked the members of the Research Committee for their hard work in putting these reports together. He also thanked Professor Yezer and Professor Tolchin for all the assistance they gave the Committee.

Professor Kirsch said that he was very impressed with the information contained in the graphs and charts in the reports. However, after looking at all of the data compiled, he was not persuaded that the substitute resolution as presented was the most appropriate because he thought that what the faculty really wanted was a reduced teaching load. Professor Kirsch then moved the following amendment: Delete Paragraph (3) on Page 2 in its entirety; then insert a new Paragraph (2) to read: "That the administration provide the deans and department chairmen revenue to reduce the teaching loads for faculty to five courses per year within the next three years;" further renumber the original Paragraph (2) on Page 2 as (3) to read: "That the Office of the Vice President for Academic Affairs should establish a plan leading to additional reduced teaching loads for research-active faculty as soon as possible." The motion was seconded.

Professor Fox spoke against the amendment because he thought the substitute resolution was an outgrowth of a great deal of effort on the part of the Committee which researched a lot of information, and it seemed to him that to reduce the teaching loads from six to five courses in a period of three years was completely unrealistic. Professor Fox said that the target teaching-loads guidelines for research-active faculty set forth in Paragraph (3) of the substitute resolution were more realistic.

Professor Yezer said that it seemed to him that dropping Paragraph (3) was a separate issue from adding a new Paragraph (2) and he asked if a vote could be taken separately on each one. Professor Kirsch agreed. Professor Griffith said it was his understanding then that Professor Kirsch's first amendment would insert a new Paragraph (2), would change the current Paragraph (2) to (3), with the addition of the word "additional" between the words "to" and "reduced," and that the question on the existing Paragraph (3) which is renumbered (4) would be voted on separately. A discussion followed by Professors Kirsch, Griffith, Garriis, Fox, Baginski, Rycroft, Vice President French, and Vice President Coates.

Professor Griffith moved that action be deferred on Substitute Resolution 89/8 and the pending Kirsch amendment for one month because he thought this was a very complicated matter, with two quite different proposals on such a fundamental issue. Inasmuch as only one of the reports had been mailed out earlier to the Senate, and the other report had just been distributed at the meeting today, he thought that the members needed more time to study this issue. The motion was seconded. Professor Fox spoke against delaying action on the resolution, and Professor Graff thought that a vote on the amendments would require more study, but, if the resolution was viewed as a "plan," she did not want to see action delayed. Professor Yezer indicated that his reading of the resolution was quite different from some of his colleagues and he wondered if this resolution was in support of Georgetown University's plan or just a suggestion to do something. Professor Park suggested that if, in the interim, the Research Committee could discuss the resolution with Vice Presidents French and Coates and Professor Kirsch it would be appropriate to delay action on it until next month.

The question was called on the motion to defer action on Substitute Resolution 89/8 for one month, and the motion passed by a vote of 16 to 6. (Resolution 89/8 is attached.)

RESOLUTIONS

I. RESOLUTION 89/12, "A RESOLUTION TO CREATE A SENATE SPECIAL COMMITTEE ON THE NORTHERN VIRGINIA CAMPUS"

On behalf of the Special Committee on Northern Virginia Campus Planning, Professor Rycroft, Chairman, introduced a Substitute Resolution 89/12 which he distributed to the Senate. He said that the original resolution had only dealt with the creation of a new Special Committee, but the substitute resolution attempted to incorporate Senate objectives which the new Committee would be asked to report on to the Senate. The changes made in the substitute resolution were that the First RESOLVING Clause would now read: "That development of the Northern Virginia Campus should

be consistent with the following objectives" and that the First RESOLVING Clause in the original resolution establishing a new Special Committee be incorporated as Paragraph (1) under the Second RESOLVING Clause on Page 2 of the substitute resolution. He said the key words here were "consistent with the following objectives" rather than the previous language which stated that the new Special Committee "should address the following principles." Professor Rycroft said that it was the Committee's view that the new Special Committee should report back to the Senate on the degree to which the new campus was in fact following the objectives set forth in the substitute resolution. He then moved the adoption of Substitute Resolution 89/12, and the motion was seconded. The President asked if there were any objections to Professor Rycroft's motion to take action on the substitute resolution today. No objections were made.

Professor Berkovich asked for clarification of Paragraph (d) under the First RESOLVING Clause which stated that the Northern Virginia Campus should involve faculty on a voluntary basis. Professor Yezer, a member of the Special Committee, explained that it meant that the faculty of this campus would not be required involuntarily to teach on another campus, especially on the Northern Virginia Campus. He said that some faculty may be delighted to teach there but the Special Committee was concerned that those faculty who were originally hired to teach on this campus and have been teaching here full-time for years might suddenly find themselves having to teach at Northern Virginia without that change in venue being voluntary. Professor Rycroft added that the Committee intended that the new Special Committee would report to the Senate on the degree to which faculty were being required to teach on the Northern Virginia Campus as opposed to going there of their own volition, and how consistent the operation was with that objective.

Professor Griffith noted that the Executive Committee recommended to the Special Committee that the original resolution be revised to include a list of stated objectives in the planning of the Northern Virginia Campus. The substitute resolution reflected that recommendation and did two things: it put the Senate on record as establishing certain objectives in the development of the Northern Virginia Campus and it asked the Special Committee, as proposed, to report back to the Senate as to whether these objectives were being obtained. Professor Griffith said that it seemed to him that these objectives were very central. For example, Paragraph (e) under the First RESOLVING Clause, stated that the Northern Virginia Campus should neither subsidize nor be subsidized by this campus. It was his understanding that the present financial plans for the Northern Virginia Campus indicate that there will have to be some significant subsidy in the next few years. Therefore, Professor Griffith said it was important for the Senate to establish these objectives about which the new

Special Committee would then report back to the Senate.

Vice President French said he wished to make it clear that the administration was determined, insofar as possible, to make certain that resources were not diverted from this campus to support the new campus, and that ultimately the new campus would probably enrich this one. He pointed out, however, that there were a number of departments that have evolved to the point that teaching in Crystal City or Tidewater were really essential to the fiscal viability of those units, and some of those faculty were not hired with the idea that they would wind up teaching at those places. It was important programmatically and fiscally to schools and departments that some faculty be assigned there and though they may not welcome it, judgments have to be made by department chairmen and deans about teaching assignments, without abridging faculty privileges. Vice President French said he felt compelled to put this on the record even though, fundamentally, he didn't see any great alienation of objectives or motives in the substitute resolution, although the language was strong. Professor Rycroft responded that the Special Committee did not intend the list of objectives to be contentious, but rather to ask the Senate what it wanted to know and what the Senate wanted to ask the new Special Committee to do.

Professor Robinson said that it seemed to her that there should be more than one report from the Special Committee, and moved that Paragraph (5) under the Second RESOLVING Clause be amended to insert the words "interim reports as appropriate and" between the words "present" and "a final report" in the first line. The motion was seconded. Professor Rycroft accepted the amendment.

Professor Fox moved an amendment to Paragraph (2) under the Second RESOLVING Clause to delete the language "excluding individual faculty engaged in the University planning process for the Northern Virginia Campus" so that the same would read: "(2) That the new Committee be composed of one faculty member from each of the Schools of the University." The motion was seconded. He said that he thought that that would actually strengthen the Committee by deleting the exclusion. Professor Rycroft accepted the amendment.

At this point, the President excused himself from the meeting in order to attend the Excellence in Student Life Awards Ceremony at four o'clock, and he turned the Chair over to Vice President French.

Referring to Paragraph (3) under the Second RESOLVING Clause, Professor Griffith asked if the faculty members of the new Special Committee were to be elected by the Executive Committee or nominated by the Executive Committee for election by the Senate as it was not clear to him which of the two the Committee had in mind.

Professor Rycroft responded that the Committee intended that the faculty members should be nominated by the Executive Committee for election by the Senate. Professor Griffith then moved that the words "by the Executive Committee" be inserted after the word "nominated" in the first line of Paragraph (3) and the words "Executive Committee" be deleted after the word "Senate" in the second line of Paragraph (3) under the Second RESOLVING Clause. The motion was seconded. Professor Rycroft accepted the amendment.

The question was called, and substitute Resolution 89/12, as amended, was adopted. (Substitute Resolution 89/12 is attached.)

Vice President French then introduced Dr. G. Edward Jones, who has been managing the Northern Virginia Campus Planning Office through two very long years, and Dr. Irwin Price, the new Associate Vice President for External Programs, who has oversight for all external programs, particularly the development of the Loudoun campus.

II. RESOLUTION 89/13, "A RESOLUTION ON RECRUITMENT AND APPOINTMENT REPORTING"

On behalf of the Committee on Administrative Matters as They Affect the Faculty, Professor Robinson, Chairman, moved the adoption of Resolution 89/13, and the motion was seconded. She said that the resolution calls for a systematic reporting to the Senate on recruitment and employment of minorities and women. Currently the deans discuss their plans and goals with the Academic Vice President and that, obviously, was a good practice to continue. But, she said, the Committee would like to see those individual reports consolidated into one report and have it presented to the Senate annually at a regularly scheduled meeting. The Committee viewed this resolution as a starting point to a process of much greater involvement on the part of faculty with respect to recruitment and appointment of minorities and women.

The question was called, and Resolution 89/13 was adopted. (Resolution 89/13 is attached.)

III. RESOLUTION 89/14, "A RESOLUTION TO RECOMMEND RENAMING THE FACULTY SENATE COMMITTEE ON UNIVERSITY DEVELOPMENT AND RESOURCES"

On behalf of the Committee on University Development and Resources, Professor Berkovich, Chairman, moved the adoption of Resolution 89/14, and the motion was seconded. Professor Berkovich noted that there had been a prior effort by the Committee sometime ago to change the name of this Committee which failed. The present Committee agreed that the Committee's work should be focused on enhancement of faculty development, rather than "University" development which was much too broad.

Professor Griffith spoke in support of the resolution because the Committee really didn't have anything to do with raising funds which was the purview of the Development Office even though Vice President Worth was an ex officio member. He said that over the years in the course of the Committee's discussions about its role, it seemed to him that the Committee has found an appropriate area in which it could make contributions, that is, in trying to provide faculty support in career development and various other ways that would enable faculty to function better as professionals.

Professor Tolchin moved that the word "and" be inserted between the words "Development" and "Support" in the title, and the motion was seconded. Professor Berkovich accepted the amendment.

Professor Divita spoke against the the resolution. As a former Chairman of this Committee, he said that the whole focus of the Committee was to work with the Development Office and he did not want to see that activity suddenly "washed away." While he had no objection to establishing a new committee on faculty support, he did not want to see it be substituted for the present Committee. Further discussion followed by Professors Tolchin, Divita, Griffith, Graff, and Berkovich. The question was called, and Resolution 89/14 was adopted, as amended. (Resolution 89/14 is attached.)

INTRODUCTION OF RESOLUTIONS

No new resolutions were introduced under Introduction of Resolutions.

REPORT ON EDUCATIONAL BENEFITS BY PROFESSOR ARTHUR D. KIRSCH, CHAIRMAN, APPOINTMENT, SALARY AND PROMOTION POLICIES (including Fringe Benefits)

Professor Kirsch said that as a part of the Report of the Appointment, Salary and Promotion Policies Committee he would like to introduce later four resolutions which pertained to proposed changes in educational benefits recommended by the Benefits Review Committee. He said that the administration appointed a Committee to review all of the employee benefits as a package and he commended the Committee on its excellent work in this regard. One of the major priorities was the health insurance benefits which, as the Senate would recall, was brought before the Senate for its approval. Another area under review by the Committee was the educational benefits. In this regard a Report from Vice President Bortz to the President contained the following recommendations:

1. A waiting period has been recommended that corresponds to our present probationary period for new employees.

2. The spouse benefit increases from 50% to 75% of applicable tuition after an employee's fifth year of employment.

3. Dependents are eligible for 50% of applicable tuition in the first year of an employee's eligibility for the benefit. The benefit increases at 10% per year to a ceiling of 90% in the fifth year and thereafter.

4. Non-credit courses are limited to a 75% tuition benefit.

5. All current employees are to be "grandfathered" under the present Educational Benefit Program. These changes and the new program will be applicable to employees hired after September 1, 1990.

Professor Kirsch said that the Appointment, Salary and Promotion Policies Committee reviewed these recommendations and, with one dissent, regarded Number 3 as particularly "wrong-headed, mean-spirited, penny-wise and pound foolish." Subsequently, the Committee prepared its response in the form of four resolutions which he asked the Senate's permission to introduce and act upon today. Vice President French asked if there were any objections to the introduction of the four resolutions for action at today's meeting. No objections were made.

Professor Kirsch then read and moved the adoption of the first resolution entitled "A RESOLUTION TO PROTECT THE PRESENT EDUCATIONAL BENEFITS OF CURRENT FACULTY AND STAFF EMPLOYEES," which RESOLVED that, if the University reduced its educational benefits plan, the Faculty Senate endorses the recommendation of the Benefits Review Committee that present faculty and staff be "grandfathered" to preserve all of the educational benefits currently provided them, their spouses and their legal dependents, including the application of such benefits to non-medical graduate education. The motion was seconded. The question was called and the resolution was adopted. (Resolution 89/15 is attached.)

Professor Kirsch then read and moved the adoption of the second resolution entitled "A RESOLUTION CONCERNING FACULTY SUPPORT FOR THE TUITION WAIVER EDUCATIONAL BENEFITS," which RESOLVED that the Faculty Senate endorses the policy of enrolling educational benefits students over and above programmatic enrollment limits set for fee-paying students, and accepts the faculty responsibility for teaching and advising these students as a voluntary overload. The motion was seconded.

Professor Kirsch said that as part of the discussion in the Benefits Review Committee, the statement was made quite often that if GWU allowed these "freebies" to crowd out paying students, that

it was costing the University money. Professor Kirsch said that the faculty, as a group, and one administrator constantly supported tuition waiver benefits since this was an educational institution and educational benefits were very important. He said that Professor Park had spoken to many members of the law faculty who indicated they were willing to accept faculty, staff, spouses and dependents above and beyond the ceiling that was set.

Professor Robbins raised some concerns about physical limits of a laboratory or a computer classroom where there were only so many computers. Professor Kirsch said that the resolution advocated what was now current policy without any changes. Professor Yezer pointed out that there now were all kinds of capacity constraints involved and that this resolution really raised some problems with the fundamental "free lunch" principle of economics and he would vote against it. Professor Tolchin spoke in favor of the resolution because she regarded it as a question of values. She said that this benefit has been one of the cardinal values of this school and to take this kind of benefit away seemed to her something the faculty were not willing to do. And then to rate it on the basis of status was saying something about taking away a benefit from the poorer members of society as opposed to others who could afford it more. Secondly, she said the tuition waiver benefit made GWU more competitive because other schools have the same system. Vice President Bortz responded to Professor Tolchin's comments by saying that the recommendation made to the President was that it be a "grandfathered" benefit so that it was not a "take-away" benefit at all. With regard to other schools, Vice President Bortz said that the Benefits Review Committee looked rather extensively at their educational benefits, and some required much longer waiting periods before tuition benefits were available to employees.

The question was called, and the second resolution was adopted. (Resolution 89/16 is attached.)

Professor Kirsch then read and moved the adoption of the third resolution entitled "A RESOLUTION CONCERNING FACULTY OPPOSITION TO GRADUATED DEPENDENTS' TUITION WAIVER BENEFITS FOR FUTURE FACULTY AND STAFF," which RESOLVED that the Faculty Senate ask the University to reject the Fringe Benefits Committee recommendation that the educational benefits for dependents should accrue on a graduated basis, and that the Faculty Senate recommends instead that the present educational benefits for non-spouse dependents be continued for all faculty and staff. The motion was seconded.

Professor Kirsch said that currently dependent children of faculty are allowed free tuition. This policy has been in place a very long time, and President Elliott directed that dependent children of staff be included as well. In 1969 the Faculty Senate approved a resolution to allow for portability of this benefit,

i.e., actual cash funds for dependents to attend another institution, but President Elliott declined to approve that resolution because he viewed that as "real" money going out from the University as opposed to money that GWU was able to absorb here. Professor Kirsch then gave examples of dependents' tuition plans at other institutions, e.g., Duke University has a 5-year waiting period and a benefit of 75%, but it would give employees some \$8,000 if the dependent child chose to attend some other school. The way the University is able to hire better employees, he said, was to keep its tuition benefits.

Professor Griffith asked Vice President Bortz how much money the University expected to save given the grandfathering clause and the proposed graduated tuition benefits and where that money would be reallocated. Vice President Bortz responded that the dependent educational benefit was probably the most uneven benefit at the University because some faculty and staff did not have dependents. The Committee thought one of the most urgent needs at the University was dependent care, so any money saved from the dependent tuition benefit could possibly go to dependent care which would include not only child care. However, he said, at this time he could not say what the amount of savings would be or where such savings would be reallocated.

Professor Park spoke against the resolution. He explained that by grandfathering the dependent tuition benefits for present employees, the University was essentially keeping its promise to them, especially those employees who have worked here for many years. Beyond that, it seemed that having new employees' benefits accrue on a graduated basis was not an unreasonable plan because it was the University's prerogative to review the benefits and recast them.

Professors Robinson, Rycroft, Kirsch, and Garris spoke in support of the resolution. The question was called, and the resolution was adopted. (Resolution 89/17 is attached.)

Professor Kirsch then read and moved the adoption of the fourth resolution entitled "A RESOLUTION OF COMMENDATION FOR THE FRINGE BENEFITS COMMITTEE AND AN OFFER OF GREATER FACULTY ASSISTANCE IN THE COMMITTEE'S WORK," which RESOLVED that the Faculty Senate commends Vice President Walter M. Bortz, Director of Personnel James E. Clifford, and the members of the Fringe Benefits Committee for their conscientious attention to the review of University employee benefits, and urges the President to enlarge the Committee's membership in order to add the expertise and counsel of a larger number of faculty members. The motion was seconded. The question was called, and the resolution was adopted (Resolution 89/18 is attached.)

Because of the late hour Professor Griffith offered a procedural motion to postpone Item 8, Interim Report from the Budget Advisory Team by Professors Kirsch and Robinson, and Item 9, Remarks by the President on tuition/student financial aid, on the agenda until the May meeting of the Senate as there were some important action items remaining on the agenda that required a quorum. The motion was seconded. No objections were made and the Senate proceeded to Item 10, General Business.

GENERAL BUSINESS

I. NOMINATIONS FOR ELECTION OF THE FOLLOWING NOMINEES OF THE EXECUTIVE COMMITTEE FOR THE 1990-91 SESSION

On behalf of the Nominating Committee, Professor Tolchin, Chairman, moved the nomination for election of Professor William B. Griffith (CCAS), as Chairman of the Executive Committee for the 1990-91 Session. No nominations were made from the floor, and Professor Griffith was elected unanimously as Chairman. Professor Tolchin then moved the nomination for election of Professors Salvatore F. Divita (SGBA), Charles A. Garris (SEAS), Robert E. Park (Law), Alvin E. Parrish (Medical), Robert E. Rycroft (ESIA), and Clemmont E. Vontress (SEHD), as the other six members of the Executive Committee. No nominations were made from the floor, and the nominees were elected unanimously.

II. NOMINATION FOR ELECTION OF FACULTY TO THE DISPUTE RESOLUTION COMMITTEE

On behalf of the Executive Committee, Professor Griffith moved the nomination for election of the following faculty to the Dispute Resolution Committee for three-year terms commencing May 1, 1990: Professors Mary Ann B. Coffland (CCAS), John Lobuts, Jr. (SGBA), Murray H. Loew (SEAS), Donald C. Paup (HKLS), and Seymour Perlin (Medical). No nominations were made from the floor, and the nominees were elected unanimously. Professor Griffith then moved the nomination for election of Professor Harold P. Green (Law) as a member and Chairman of the Dispute Resolution Committee for a one-year term as a replacement for Professor Roger E. Schechter who resigned. Professor Green was elected unanimously.

III. NOMINATION FOR APPOINTMENT BY THE PRESIDENT TO ADMINISTRATIVE COMMITTEES

On behalf of the Executive Committee, Professor Griffith moved the nominations for appointment by the President to the following Administrative Committees: Judicial System: Clemmont E. Vontress (Chair), Harold P. Green, Shahram Sarkani, Daniel H. Ullman, and Laura S. Welch; University Hearing Board: Stephanie G. Larson, Charles C. Shepherd, Jr., Joseph Aschheim (faculty alternate), and Ignacio R. Rodriguez (faculty alternate); Marvin Center Program

Board: Irving Katz; Marvin Center Governing Board: Joseph A. Greenberg, Nancy Diers Johnson, Charles E. O'Rear, and E. Arthur Robinson, Jr.; Committee on Student Publications: Edward J. Cherian, Craig A. Cox, Ayman El-Mohandes, Jon A. Quitslund, Ann Romines, George C. Stephens, and Jeffrey L. Stephanic. No additional nominations were made from the floor, and the nominees were elected unanimously.

IV. REPORT OF THE EXECUTIVE COMMITTEE

On behalf of the Executive Committee, Professor Griffith reported on the following matters:

(a) The Dispute Resolution Committee rendered its decision in the appeal by Dr. McGowan of the decision of the Hearing Committee on his complaint against the Department of Obstetrics and Gynecology. The Appeals Panel unanimously affirmed the Hearing Committee's decision to dismiss the grievance.

(b) The Executive Committee was currently beginning its efforts to resolve a nonconcurrence by the deans of arts and sciences with respect to a departmental recommendation for promotion and tenure.

(c) On behalf of the Executive Committee and the Senate, the Chair sent a note of condolence from the Senate to Vice President Diehl on the loss of his wife.

(d) A reminder that Annual Reports of Senate Standing Committees were due by the May 4th Senate meeting and that Chairmen should note in their reports any business that will be carried over for action by the new committees. Those Senate members who were not returning as Chairmen were asked to pass along their Committee files to the new chairmen.

(e) The Joint Executive Committees would meet on April 20th to nominate the Chairs and members of the Senate committees for the new Session. The Executive Committee would appreciate expression of preference of Senate members who wished to continue as Chair of a committee or as Chair of a different committee.

Professor Griffith then thanked for their service the members who were leaving the Senate at the conclusion of this session. He offered particular thanks to Professor Tolchin who had given valuable service as a member of the Executive Committee. He also recognized and saluted the service of the Senate's Parliamentarian and Chair of the Dispute Resolution Committee, Professor Schechter, who was going on leave next year.

V. ANNUAL REPORTS

The Annual Report of the Committee on Physical Facilities was received as distributed with the agenda.

BRIEF STATEMENTS

Professor Garris read a tribute to Dean Solomon who would be stepping down as Dean of the Graduate School of Arts and Sciences this August. (Tribute is attached.)

ADJOURNMENT

Upon motion made and seconded, Vice President French adjourned the meeting at 5:07 p.m.

A handwritten signature in cursive script, reading "J. Matthew Gaglione". The signature is written in dark ink and is positioned above the printed name and title.

J. Matthew Gaglione
Secretary

A SUBSTITUTE RESOLUTION IN SUPPORT OF THE NEED FOR TEACHING LOAD REDUCTIONS TO ENSURE THE GROWTH OF RESEARCH AT THE GEORGE WASHINGTON UNIVERSITY (89/8)

WHEREAS, In the Report of the Commission on the Year 2000, the Report for the Middlestates Association, the Budget Advisory Team Report for 1990-91, as well as statements by President Trachtenberg and other administrators, recommendations have been made for the faculty of The George Washington University to increase its participation in research; and

WHEREAS, The faculty has shown through publications, applications to the University Committee on Research, and through the submission of proposals for sponsored research funds that there exists a high interest in conducting research; and

WHEREAS, The faculty of the University has the scholarly potential to increase this effort substantially if existing obstacles were removed and the proper incentives were in place; and

WHEREAS, The United States Government considers the education and training of skilled researchers essential for the future of the country and therefore dedicates billions of dollars in support of university research; and

WHEREAS, In the year 1988, sponsored research programs generated more than \$33 million for the University and provided support for many graduate students, enabled the permanent acquisition of laboratory equipment and computational facilities, supported the library, increased the stature of the University, and provided many other benefits; and

WHEREAS, Faculty participation in research requires large investments of time and effort for performing research and graduate student supervision; for sponsored research, additional time is needed for proposal preparation, student recruiting, report writing, financial management, in addition to performing research; and

WHEREAS, Virtually all fine research institutions recognize that the greatest deterrent to excellent teaching and research is an excessive faculty workload and therefore reduce teaching loads to enable faculty to dedicate the time needed for excellence in both activities; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

1. That the number one priority in advancing the goal of increasing research while maintaining excellence in teaching is the reduction of teaching loads for those faculty pursuing research; and

2. That the Office of the Vice President for Academic Affairs should establish a plan leading to reduced teaching loads for research-active faculty as soon as possible; and
3. That the following shall be established as target teaching-load guidelines for research-active faculty:
 - (a) For faculty who have a history of support from sponsored research or who are newly-hired with the expectation that they will conduct sponsored research, the basic teaching load shall not exceed four courses per year; the funds to support faculty salaries should be paid from indirect cost recovered from sponsored research in accordance with current practices at research institutions; and
 - (b) For faculty involved in non-sponsored research:
 - i. Supervision of three doctoral dissertations or six M.S. theses, or equivalent combinations, should entitle a faculty member to one course release per year; and
 - ii. Two publications, as a major author, in respected refereed journals should entitle a faculty member to one course release; and
 - iii. One book should entitle a faculty member to one course release; and

It is not intended that these course releases should necessarily be cumulative and considerable discretion should be left to deans and department chairs to determine the appropriateness of these guidelines for particular programs; it is understood that the ability of the University to support such course release for non-sponsored research projects might require the generation of new endowment and the use of various techniques to manage the curricula, and such measures should be vigorously pursued.

Committee on Research
March 8, 1990

April 13, 1990, deferred to May 4, 1990, Senate meeting

Substitute Resolution To Be Offered At The April 13, 1990 Faculty Senate Meeting.

A RESOLUTION TO CREATE A SENATE SPECIAL COMMITTEE

ON THE NORTHERN VIRGINIA CAMPUS (89/12)

- WHEREAS, The George Washington University's Northern Virginia Campus has moved beyond the preliminary development stage and is now within six months of the targeted first operational phase; and
- WHEREAS, the new Campus has important implications for every aspect of the University's activities; and
- WHEREAS, the Northern Virginia Campus clearly offers the University an exciting potential for developing programs of national recognition which may benefit the University academically and financially; and
- WHEREAS, despite the substantial commitment of the University to the new Campus, the availability of academic and financial planning information is presently inadequate for informed evaluation of progress, NOW THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That development of the Northern Virginia Campus should be consistent with the following objectives:

- (a) the Northern Virginia project should be consistent with the ten "Critical Success Factors" identified by the basic planning document, the "Report on Strategic Planning for the Northern Virginia Campus," otherwise known as the Saar Report;
- (b) the Northern Virginia Campus should be a separate responsibility center, with accounting conventions adopted to insure its fiscal independence;
- (c) the Northern Virginia Campus should provide quality academic programs comparable to those on the Foggy Bottom Campus;
- (d) the Northern Virginia Campus should involve faculty on a voluntary basis, for both teaching and research activities;
- (e) the Northern Virginia Campus should neither subsidize nor be subsidized by the Foggy Bottom Campus; and
- (f) the new buildings for the Northern Virginia Campus should be designed in accordance with user needs, as defined by the participating schools.

BE IT FURTHER RESOLVED

- (1) That a new Special Committee on the Northern Virginia Campus be established to report to the Faculty Senate and to offer resolutions on the progress on the project in achieving the objectives stated above; and
- (2) That the new Committee be composed of one faculty member from each of the Schools of the University, ~~excluding individual faculty engaged in the University planning process for the Northern Virginia Campus~~; and
- (3) That the Committee faculty members be nominated ^{by the Executive Committee} ~~for election by the Senate Executive Committee~~, and that these nominations include at least one current member of the Senate; and
- (4) That the Associate Vice President for External Affairs be included as an ex officio member of the Committee; and
- (5) That the new Committee present ^{interim reports as appropriate and} a final report on its activities to the Faculty Senate at the conclusion of the Fall 1991 semester, at which time the Senate shall be asked to consider whether or not to continue the Committee.

Raymond R. Fox, Charles A. Garris, and Anthony M. Yezer, Members, Special Committee on Northern Virginia Planning, April 12, 1990

CRITICAL SUCCESS FACTORS (Page 21, Saar Report, July 2, 1989)

1. Strong support by the business community
2. An organizational structure that will promote entrepreneurial spirit, autonomy, and a linkage to the downtown campus.
3. Strong cooperation between the participating colleges a must.
4. Research and teaching programs should respond to the market needs.
5. The marketing strategies must promote the uniqueness of the campus and its impact on research and development.
6. Faculty interest and willingness to participate.
7. Up-to-date technology and state of the art facilities.
8. Appropriate funding to support the mission.
9. Constant support by University leadership.
10. Strong demand by students for degree and non-degree programs.

Adopted, as amended, April 13, 1990

A RESOLUTION ON RECRUITMENT AND APPOINTMENT REPORTING (89/13)

WHEREAS, The University is an affirmative action/equal opportunity institution; and

WHEREAS, The University's commitment to affirmative action/equal opportunity in the recruitment and appointment of faculty has been demonstrated through implementation of recruitment goals and plans in individual schools and annual reporting by the Deans on recruitment and hiring of minorities and women; and

WHEREAS, The members of the faculty, who share in the responsibility of achieving stated University goals, cannot assist in achieving the latter without adequate information; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That recruitment reports currently being submitted by Deans to the Vice President for Academic Affairs be consolidated into a single report analyzing current recruitment practices with regard to University goals and recommendations for future recruitment practices; and

BE IT FURTHER RESOLVED

That this report be presented to the Faculty Senate by the Vice President for Academic Affairs with his evaluations and that it be established as an annual Fall semester agenda item for the Faculty Senate.

Committee on Administrative Matters as They Affect the Faculty
March 21, 1990

Adopted, April 13, 1990

A RESOLUTION TO RECOMMEND RENAMING THE FACULTY SENATE COMMITTEE ON
UNIVERSITY DEVELOPMENT AND RESOURCES (89/14)

WHEREAS, the current name of the Committee implies its involvement in a broad range of activities many of which overlap with the scope of other Senate committees; and

WHEREAS, the effective functioning of the Committee can be ensured by concentration on more specific topics; and

WHEREAS, the current structure of Senate committees does not incorporate a committee dealing with faculty development issues; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Senate recommends that the Faculty Assembly amend the Bylaws of the Faculty Senate, Sec. 10, Faculty Organization Plan, to change the name of the Standing Committee on "University Development and Resources" to "Committee on Faculty Development^{and} Support" as the function of this Committee should be focused on enhancements in professional, social, and cultural issues of faculty life.

Committee on University Development and Resources
March 9, 1990

Adopted, as amended, 4/13/90

A RESOLUTION TO PROTECT THE PRESENT EDUCATIONAL BENEFITS OF CURRENT
FACULTY AND STAFF EMPLOYEES (89/15)

WHEREAS, there exists a well-established tradition in American higher education of university employment benefits calculated to serve the career development of faculty and staff, and to serve the needs of faculty and staff spouses and dependents; and

WHEREAS, this tradition has been firmly established at The George Washington University for many years; and

WHEREAS, the University has created reasonable expectations in faculty and staff of the delivery of these promised benefits at such future time as they may be needed by the University's annual reiteration of these benefits in the Faculty Handbook and personnel publications and by unvarying individual assurances; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That, if the University reduces its educational benefits plan, the Faculty Senate of The George Washington University endorses the recommendation of the Benefits Review Committee that present faculty and Staff be "grandfathered" to preserve all of the educational benefits currently provided them, their spouses and their legal dependents, including the application of such benefits to non-medical graduate education.

Committee on Appointment, Salary and Promotion Policies
(including Fringe Benefits)
April 9, 1990

Adopted, April 13, 1990

A RESOLUTION CONCERNING FACULTY SUPPORT FOR THE TUITION WAIVER
EDUCATIONAL BENEFITS (89/16)

WHEREAS, the Faculty Senate recognizes that the educational benefits enrollment of faculty, staff, spouses and dependents on a tuition waiver basis imposes some teaching and counseling burdens upon the faculty, some overhead costs on the University, and a limited additional burden upon physical facilities; and

WHEREAS, the Faculty Senate wishes to express the general faculty sentiment that, for its part, these additional costs are readily accepted as a collegial service to members of the University community; and

WHEREAS, it believes that such enrollments should not "crowd out" the planned enrollment of fee-paying students except in extraordinary circumstances; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Faculty Senate endorses the policy of enrolling educational benefits students over and above programmatic enrollment limits set for fee-paying students, and accepts the faculty responsibility for teaching and advising these students as a voluntary overload.

Committee on Appointment, Salary and Promotion Policies
(including Fringe Benefits)
April 9, 1990

Adopted, April 13, 1990

A RESOLUTION CONCERNING FACULTY OPPOSITION TO GRADUATED DEPENDENTS'
TUITION WAIVER BENEFITS FOR FUTURE FACULTY AND STAFF (89/17)

WHEREAS, there exists a well-established tradition in American higher education of university employment benefits calculated to serve the career development of faculty and staff, and to serve the needs of faculty and staff spouses and dependents; and

WHEREAS, the Faculty Senate believes that tuition benefits for dependents should accrue to faculty immediately upon employment and to staff upon satisfaction of the probationary period; and

WHEREAS, it believes that a reduction of the dependents' tuition benefits to 50% of tuition in the first year, with increasing increments thereafter, will make it difficult for some faculty and staff to take advantage of the benefit at all; and

WHEREAS, the present educational benefits package is a valuable incentive in the recruitment of highly-qualified faculty and staff; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Faculty Senate asks the University to reject the Fringe Benefits Committee recommendation that the educational benefits for dependents should accrue on a graduated basis; and that the Faculty Senate recommends instead that the present educational benefits for non-spouse dependents be continued for all faculty and staff.

Committee on Appointment, Salary and Promotion Policies
(including Fringe Benefits)
April 9, 1990

Adopted, April 13, 1990

A RESOLUTION OF COMMENDATION FOR THE FRINGE BENEFITS COMMITTEE AND
AN OFFER OF GREATER FACULTY ASSISTANCE IN THE COMMITTEE'S WORK (89/18)

WHEREAS, the Faculty Senate recognizes the need to a periodic review of the mix of employee benefits provided by the University, as well as the need for the periodic reapportionment of benefits to address new needs and opportunities; and

WHEREAS, the Faculty Senate wishes to recognize the substantial contribution of time and thought of the Fringe Benefits Committee members, and would like to offer additional faculty expertise and counsel to assist in this undertaking; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Faculty Senate commends Vice President Walter M. Bortz, Director of Personnel James E. Clifford, and the members of the Fringe Benefits Committee for their conscientious attention to the review of University employee benefits, and urges the President to enlarge the Committee's membership in order to add the expertise and counsel of a larger number of faculty members.

Committee on Appointment, Salary and Promotion Policies
(including Fringe Benefits)
April 9, 1990

Adopted, April 13, 1990

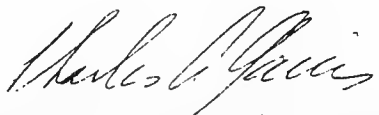
TRIBUTE TO DEAN SOLOMON

As you all know, Dean Solomon is stepping down as the Dean of the Graduate School of Arts and Sciences, and as the Chair of the University Committee on Research. In both capacities, he has served many years.

He is well-known as a leader who would stick his neck out to provide support for research whenever he saw a possibility of productive results, and, conversely, he has had little patience for mediocrity. As Chairman of the Committee, he handled the thankless job with fairness and equanimity. The Report "Obstacles to Research" was one of the first documents to identify the problems of doing research at GWU, and has led the way for much of the Senate Research Committee's agenda. Over the years he has been an outstanding spokesman in all quarters for the promotion of research. He will certainly be missed.

On behalf of the Senate Research Committee, I take pleasure in paying tribute to him as one of the outstanding champions of research and of excellence in our University.

April 13, 1990


Charles A. Garris, Chair
Senate Research Committee

SPECIAL REPORT¹

The Senate Committee on Research

Survey on

Teaching Loads and Research Productivity of Full-Time Faculty

April 9, 1990

The Senate Committee on Research

Charles A. Garris, CMEE, Chairman

William C. Adams, Public Administration

Jeffery C. Anderson, Art

Frank E. Baginski, Mathematics

Linda J. Brandt, Psychology

Ernest J. Englander, Business Administration

Bruce M. Kramer, CMEE

Donald C. Linkowski, Human Services

Murray H. Loew, EECS

Terrence Phillips, Medicine

ex officio:

Roderick S. French, Vice President for Academic Affairs

Anthony G. Coates, Associate Vice President for Academic Affairs
and Research

Henry Solomon, Dean, Graduate School of Arts and Sciences

¹Updated 4/11/90

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INTRODUCTION

The Senate Committee on Research has concluded that the teaching loads at George Washington University for research-active faculty are higher than those at other institutions that are in categories in which we would wish to be included. Furthermore, a basic hypothesis has emerged from interactions with the faculty that opportunities do exist for improving faculty research productivity if teaching loads are reduced. As the department is the fundamental administrative element, the department chairs were polled to gain university-wide input on the validity of our hypothesis, and to gain quantitative information assisting in the evaluation of the possible impact of course-load reduction policies.

Since in many respects the approaches to research and teaching in the medical school are different from that on the main campus, in the discussion that follows, "Main University" comprises all departments outside the Medical School.

RESPONDENTS TO SURVEY

A total of 45 department chairs responded to the survey. The list of respondents is given in TABLE I. In general, the response of the survey was excellent from the main university with 82% of the departments responding, and from the medical school, 35% responded. However, it became very clear that teaching load reduction is neither of major interest nor importance in the medical school, and the survey was essentially not applicable to many of their activities. The departments who did not respond to the survey are listed in TABLE II.

THE QUESTIONNAIRE

The principal survey was sent out to the departments on February 7, 1990. After reviewing the results, it was decided to send a Follow-Up survey later that same month. The two questionnaires are included in APPENDIX I.

RESULTS OF SURVEY

A. PRIMARY SURVEY

In Figure 1 is shown the present basic teaching loads throughout the university (Question 3). It is seen that for the main university, with some exceptions, the basic teaching load is 6 courses/year. In the medical school, the teaching load is generally less than three courses/year.

In Figure 2 it is shown that course release is presently available for research-active faculty in more than half of the departments (Question 4). However, the comments provided by the department chairs revealed that this course release is not usually automatic in most departments (although it is in some), and is usually allocated on a case-by-case basis by the department chair. The criteria for obtaining the course release appears to vary widely. In some departments, a course-release slot is passed around to eligible faculty, whereas in others, course release is an incentive for previous success in sponsored research. The Columbian college appears to be in the former category, while engineering is in the latter. Nearly 40% of the main university faculty have no opportunity for course release to pursue research. Since medical school basic teaching loads are generally low, course release is not available for most of these departments.

In terms of the total number of faculty presently eligible for course release for participation in sponsored research, the response to Question 5 revealed that only 138 faculty would be eligible. For the main university only, the survey identified only 92 faculty¹. Considering the fact that the sponsored programs generated by these 92 faculty brought into the university research awards on the order of \$30 million in FY 1989, anything that would help these people be more productive or to bring more faculty into this group would be a very wise investment for the university. Concerning whether course release should be connected to a minimum dollar amount of sponsored research, Figure 3 shows that about half of the department chairs do not think so. However, those that do believe that the minimum dollar figure should be around \$20K/year in grant funds. Several thought that this should be a five-year average,

¹ A list of sponsored projects provided by OSR for FY1989 contained 128 non-medical PI's. The difference in the two figures may be accounted for by errors in the data provided by survey respondents, missed data, and the fact that the PI's in the OSR data include research faculty and classifications of personnel other than regular full-time faculty. However, considering that there are 1200 full-time faculty at GWU, the two figures are reasonably consistent.

For non-sponsored research, where the criterion for course release is set at two scholarly publications, the estimate of number of eligible faculty is 240, most of whom are from the main university. The following is a rough estimate of the cost to the university if the cost to the university were direct replacement of the faculty member with a new faculty member of the same salary. If the average academic year salary were \$50,000, and 1/6 release time were given, the cost in salaries would be about \$2 million. Adding on to this 50% for overhead and fringe benefits, the cost to the university would be about \$3 million. Note, however, that this is an upper limit since the financial impact of course load reductions can be mitigated by other means, which will be discussed shortly. Considering that many of these faculty now do obtain course release for research, the actual immediate impact on the university would be less than this number. However, if the reduced course load had the desired effect of stimulating research productivity, the number of eligible faculty might double within five years. Concerning the recommendations for the minimum number of publications per year in order to be eligible for course release, Figure 4 shows that there is strong preponderance towards two per year, however, there were several comments against the pressure for quantity rather than quality. The feeling was that while publications are important, much discretion should be left to department chairs and deans to determine the relative scholarly merit of publications, particularly with regard to quality vs. quantity. Course release during the writing books should also be available.

There was a strong feeling among the university community that there is presently no reward for supervising MS and Ph.D. dissertations. If course load reductions were given such that one course release were given for each two theses supervised, regardless of whether Ph.D or Masters, there would be 257 faculty eligible at a cost to the university of \$2,141,700. This number could be reduced substantially if the course release were limited to Ph.D. dissertations. Also, this figure would not be directly added to the cost of teaching load reductions for publications since faculty supervising theses would also be publishing the results. Response to Question 10, as seen in Fig. 5, reveals that the majority of department chairs felt that it should not be limited to Ph.D. dissertations.

In order to minimize the financial impact on the university of an increased number of faculty on course release, several questions were asked on the feasibility of various approaches. It has been said that there are many redundant courses given among various departments, and careful management of the curricula could enable substantial course eliminations without impact on quality. Question 12 attempted to gauge response to this. The results are shown in Figure 6. While some of the chairmen thought some course eliminations could be made to facilitate course load reductions, the majority did not feel that this constituted a universal

solution. This approach appears to be one that may be used in specific disciplines, however, and is worthy of further study.

Another approach to reducing the financial impact on the university would be to maintain the total number of credit hours, but increase the number of credit hours per course from 3 to 4. This would reduce the total number of courses offered. The reaction to this approach was sought in Question 13 and the response indicated in Figure 7. It is seen that the majority of chairmen did not believe that this was a universal solution. It was also noted by many that the total work load, which is the true deterrent to research, would not necessarily be appreciably reduced since the contact hours would be nearly the same.

Question 14 was intended to identify resistance to increased support for research-active faculty. These results are shown in Figure 8. It can be seen that the overwhelming majority of department chairs believe that course release should be given.

Another approach to minimizing the cost to the university of increased faculty course release is to replace full-time faculty with part-time faculty or graduate teaching assistants at much lower pay. Use of the latter would have the added benefit of supporting graduate students who wish to do research. Of the non-medical faculty, the chairmen appeared equally divided. Some felt that they were already too reliant on part-time faculty and GTA's.

Another possible solution to minimizing the financial impact would be to increase the teaching loads of faculty not involved in either research or administration to free up those that were involved in research. Question 16 solicited reaction to this approach and the results are shown in Figure 10. It may be seen that the majority of chairmen were opposed to this approach, however, there was a sizeable group of supporters. The negative comments were to the effect that such a policy would create a caste system which would destroy morale, it would drastically lower teaching quality, and that more than 6 courses per academic year was overwhelming, and there might be a mass exodus of faculty. On the positive side, there were comments that not all courses require the same amount of work and the work load of courses can be reduced by use of TA's. Also, some faculty do not carry their share of the administrative load and who do no research, might justifiably be asked to teach a light 7th course on occasion.

The net result shown by the survey on the possible measures to reduce the financial impact of teaching load reductions is that there is no universal solution for all departments. However, all of the methods proposed may be judiciously applied and the aforementioned cost figures, assuming direct replacement of faculty, could be substantially reduced.

The chairmen were also asked for general comments. A

compilation of these comments are given in APPENDIX II.

B. FOLLOW-UP SURVEY

In order to gauge qualitatively the importance of course release on research productivity, the response to Question 2 of the follow-up survey is shown in Figure 11. From the non-medical chairmen, the response was unanimous: research productivity would increase. Of the non-medical responses, about half expected "some" increase in productivity, and about half expected a "substantial" increase. In the Medical School, course loads are already low, so, as might be expected, a further reduction in teaching load would not be likely to increase research productivity.

Question 3 is intended to gauge the increase in research participation due to a reduction in teaching load to 4 courses / academic year. The results indicate that about 36 faculty would be induced to participate in sponsored research who are not presently doing so. All of these would be from the main university. This would constitute a 28% increase in faculty participation in sponsored research. If we assume that the average grant size is about \$50,000, such an increase would correspond to an increase in sponsored research revenue of \$1.8 million. For non-sponsored research, the increase in the number of faculty participating would be about 57 or about a 20% increase. The upper limit on the cost to the university for the additional course release would be about \$475,000, using the same assumptions as in the previous calculation.

In order to gauge the department chairs' feelings for the number of new faculty positions needed to handle substantial increases in course release in an academically responsible manner, the response to Question 4 indicates that if course release were given for sponsored research only, 28.5 new faculty positions will need to be created. If we assume an average salary plus overhead plus fringe of \$75k, this would cost the university \$2,137,500. However, these new faculty would be expected to generate sponsored research themselves, so much of this would be offset.

Doing a similar analysis for non-sponsored research, the results indicate that 62 new faculty positions will need to be created. Again, at \$75k / faculty member (salary + overhead + fringe), this corresponds to a cost to the university of \$4,650,000. This money will not be offset unless new endowment or increased tuition income can be generated.

On sponsored research, the open hearings of the Senate Committee on Research revealed a widespread perception, and dissatisfaction, among the faculty active in sponsored research that the university was not returning an adequate portion of the

indirect cost income from the grants to their departments and to the PI's for strengthening the research infrastructure that produced the income. NSF has stated that the norm for most universities is that about 33% of the indirect costs should be returned to the department. Question 5 gauged the feeling of the department chairs as to how much benefit their departments were getting from sponsored research projects of their faculty. The results are shown in Figure 12. Not a single department felt that they were getting a proper return on their contributions! Most very strongly felt that they were not! This result is very revealing and punctuates the most severe inhibiting factor in the advancement of sponsored research at GWU: the general use of sponsored research indirect costs recovered by the university for operating expenses. This policy is harmful to the advancement of sponsored research at George Washington University since (a) it diverts money away from research infrastructure and incentives, and (b) it forces deans to extract money via academic year direct costs and thereby reducing the money available for student support, summer faculty support, and research needs, placing further burdens on the PI.

CONCLUDING REMARKS

This survey reveals that there is strong support among the department chairs for the concept that reducing teaching loads will have a favorable impact on research productivity for both sponsored and non-sponsored research. There is a widespread feeling that the quality of our teaching and our research, and ultimately our reputation, would benefit greatly by such reductions. The survey suggests that there is no revenue neutral way of permitting the university to attain its full potential in research productivity - some investment up-front will be necessary. However, there is a mixed bag of academic management tools which department chairs can use to mitigate the cost. For sponsored research, the survey revealed a great potential for substantial gains in sponsored research revenue in the main university by reducing teaching load. The funds to support the teaching load reductions should come from indirect cost recovery, which presently is diverted away from the research enterprise. It is expected that any up-front expenditures will pay for themselves with increased revenue. For non-sponsored research, the cost of teaching load reductions may be high and must be approached cautiously with an eye to how the university will ultimately benefit from increased stature in the educational arena.

TABLE I

List of Survey Respondents

Columbian College & GSAS

Physics	English
Economics	
Music	Political Science
Classics	American Studies
Romance Languages	Statistics
Forensic Sciences	Geography & R. S.
East Asian Languages	German
Biostatistics	Communication
Museum Studies	Slavic Languages
Chemistry	Geology
Journalism	Philosophy
Mathematics	Art
Speech & Hearing	Psychology
Women's Studies	Anthropology

School of Education and Human Development

Human Kinetics & Leisure Studies	Special Education
Human Services	

School of Government and Business Administration

Business Administration	Management Science
Public Administration	Health Services Admin

School of Engineering and Applied Science

Electrical Engineering and Computer Science
 Civil, Mechanical, and Environmental Engineering
 Operations Research
 Engineering Administration

School of Medicine and Health Sciences

Microbiology	Emergency Medicine
Psychology	Radiology
Surgery	Pharmacology
Neurosurgery	Urology

TABLE II

List of Survey Non-Respondents

Columbian College & GSAS

History

Sociology

Religion

Theatre & Dance

School of Education and Human Development

Educational Leadership

School of Government and Business Administration

Accounting

Urban & Regional Planning

School of Engineering and Applied Science

(All departments responded)

School of Medicine and Health Sciences

Anatomy

Obstetrics & Gynecology

Computer Medicine

Physiology

Medicine

Health Care Sciences

Biochemistry

Biological Sciences

Anesthesiology

Child Health & Develop.

Orthopaedic Surgery

Neurology

Ophthalmology

Pathology

Dermatology

National Law Center

(No response to survey)

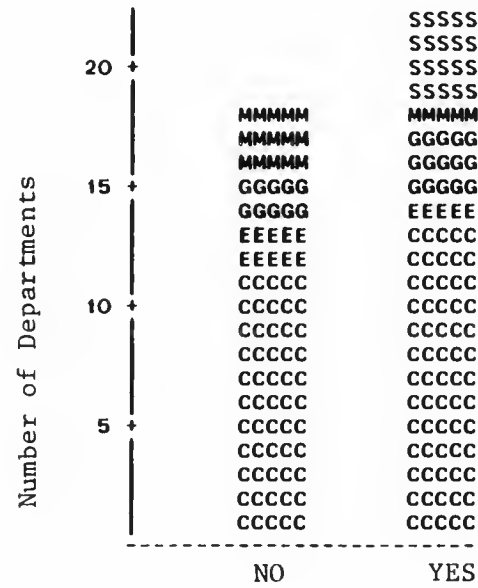
The dot plot displays the frequency of departments offering a specific number of courses per academic year. The y-axis represents the 'Number of Departments' from 0 to 30. The x-axis represents 'Courses/Academic Year' from 0.0 to 6.0. The data is as follows:

Courses/Academic Year	Number of Departments
0.0	4
1.2	4
2.4	4
3.6	2
4.8	2
6.0	32

The courses listed at the bottom of the plot are: C, CCAS, E, EHD, G, GBA, M, MED, S, SEAS.

FIGURE 1

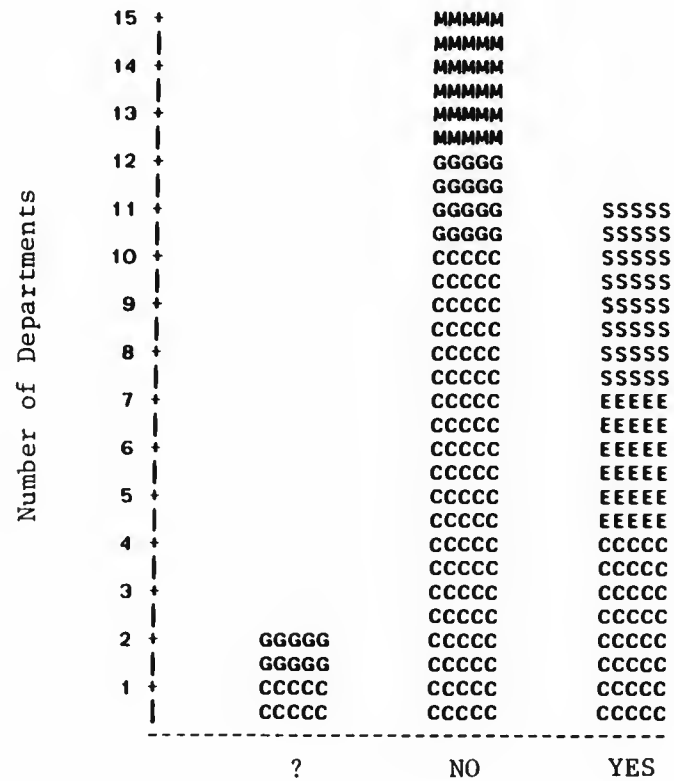
IS COURSE RELEASE PRESENTLY AVAILABLE FOR RESEARCH ACTIVE FACULTY?
(EXCLUSIVE OF "BUYOUT")



C CCAS E EHD G GBA M MED S SEAS

FIGURE 2

IS THERE A MINIMUM DOLLAR AMOUNT OF SPONSORED RESEARCH SUPPORT THAT
YOU WOULD RECOMMEND FOR ELIGIBILITY?



C CCAS E EHD G GBA M MED S SEAS

MINIMUM NO OF PUBLICATIONS FOR COURSE RELEASE?

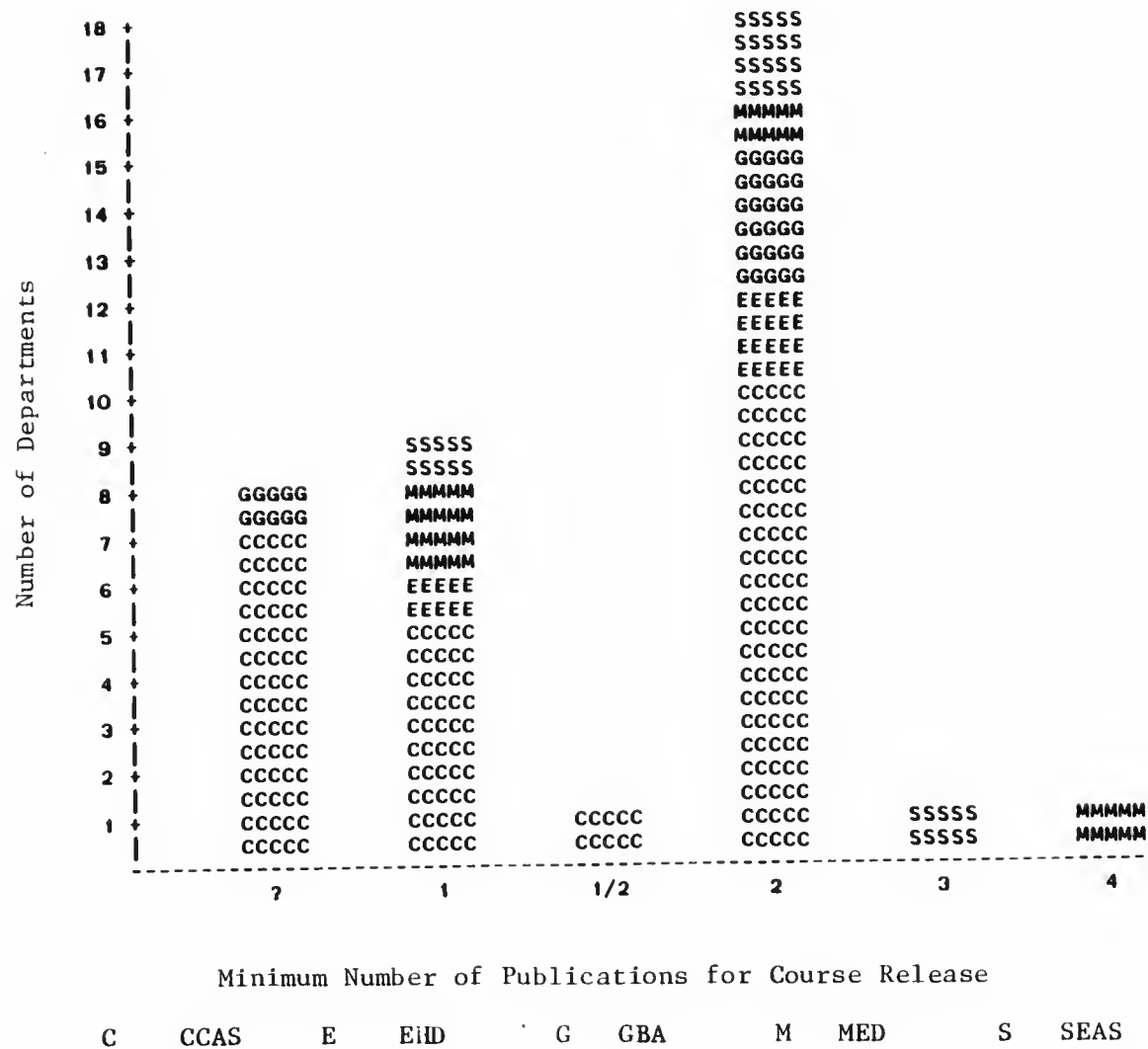
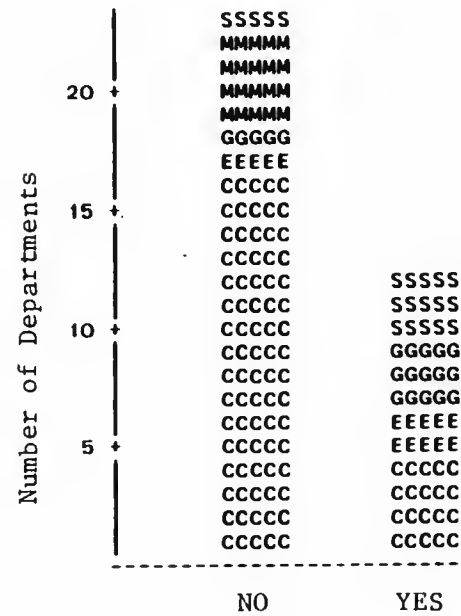


FIGURE 4

WOULD YOU LIMIT ELIGIBILITY FOR COURSE RELEASE TO
SUPERVISION OF PHD DISSERTATIONS?



C CCAS E EHD G GBA M MED S SEAS

FIGURE 5

COULD COURSE LOAD REDUCTIONS BE OBTAINED BY ELIMINATION OF REDUNDANT COURSES?

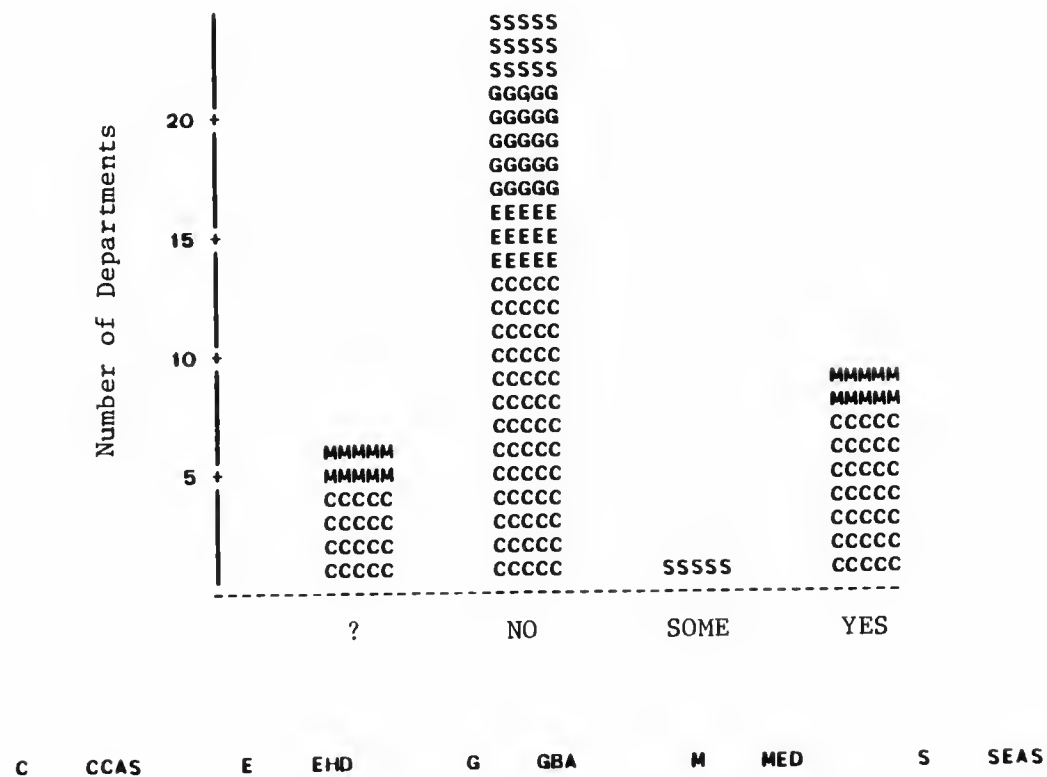


FIGURE 6

WOULD 4-CREDIT COURSE CURRICULUM HELP REDUCING TEACHING LOAD?

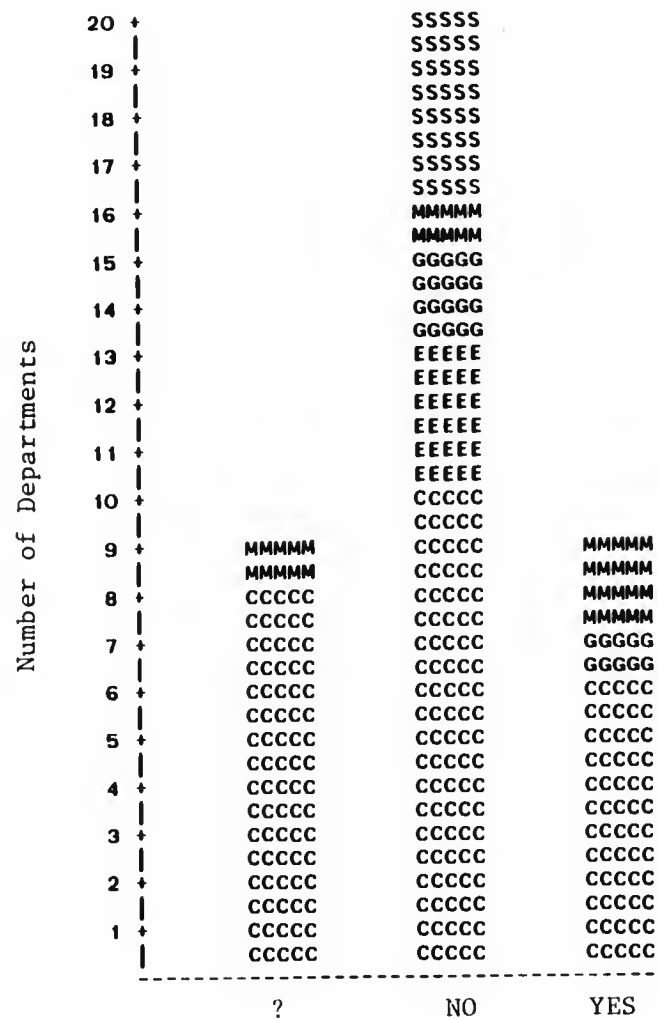
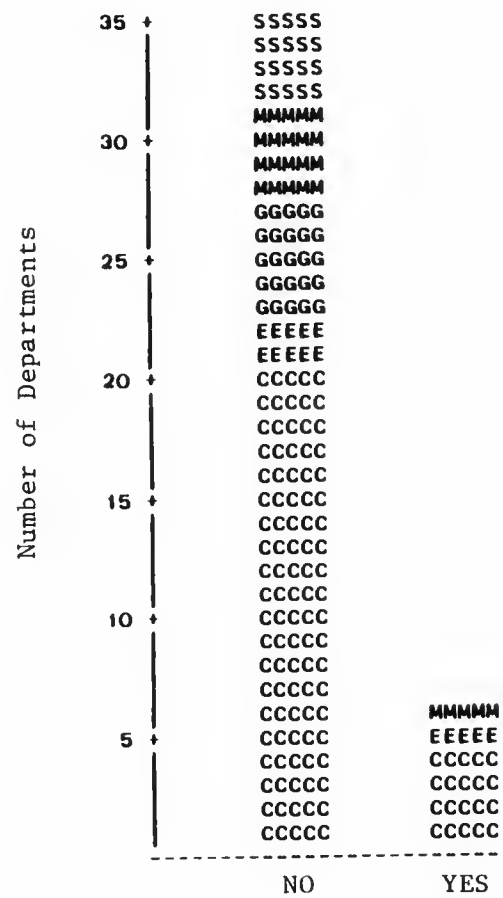


FIGURE 7

COURSE RELEASE SHOULD NOT BE GIVEN TO RESEARCH-ACTIVE FACULTY?



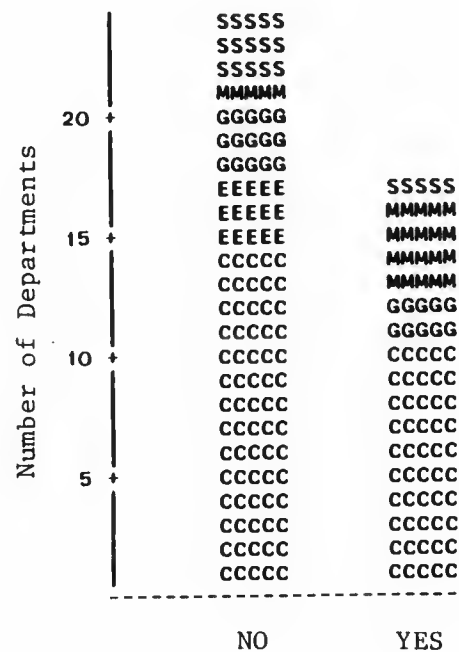
C CCAS E EHD G GBA M MED S SEAS

FIGURE 8

C	CCAS	E	EHD	G	GBA	M	MED	S	SEAS
---	------	---	-----	---	-----	---	-----	---	------



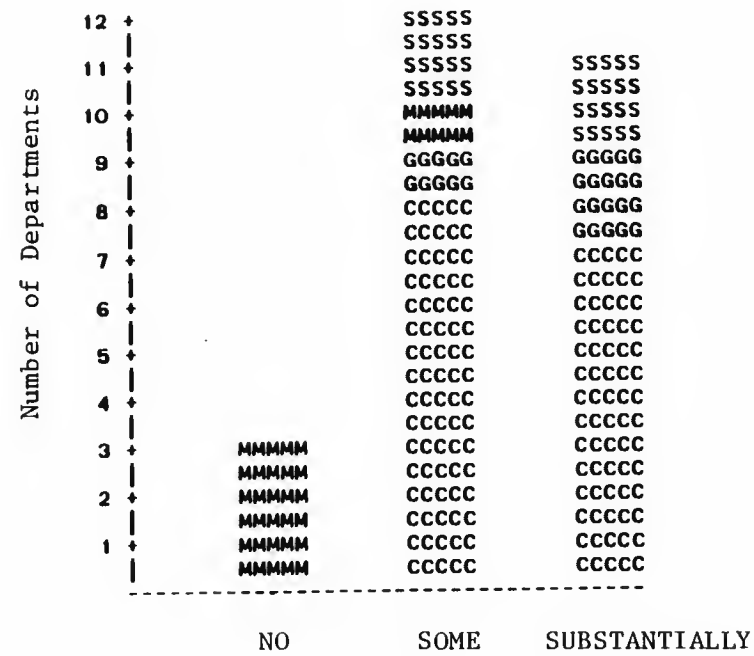
INCREASING TEACHING LOAD FOR FACULTY WHO ARE
NOT RESEARCH-ACTIVE IS A POSSIBLE SOLUTION?



C CCAS E EHD G GBA M MED S SEAS

FIGURE 10

WOULD COURSE RELEASE INCREASE RESEARCH PRODUCTIVITY?



C CCAS E EHD G GBA M MED S SEAS

FIGURE 11

DO YOU BELIEVE THAT GWU IS RETURNING TO YOUR DEPARTMENT 1/3 OF ICR?

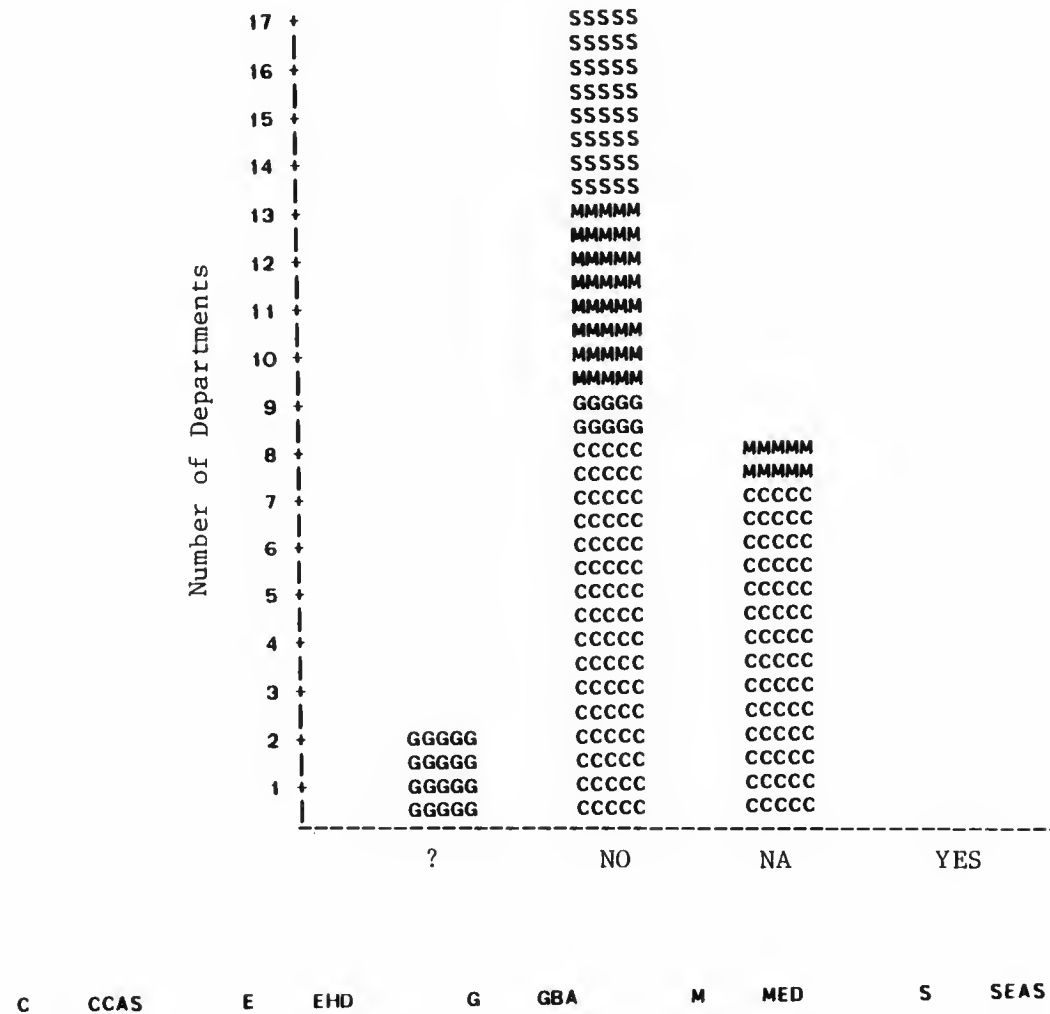


FIGURE 12

APPENDIX I

SENATE COMMITTEE ON RESEARCH

Departmental Survey on Teaching Load Reductions
for Research-Active Faculty

February, 1990

1. Name of Department. _____
2. Number of Full-Time Faculty. _____
3. Present Basic Teaching Load (Courses/year) _____.
4. Is course release presently available for research active faculty (excluding "buyout")? _____
If yes, explain arrangement.
5. If course reductions were given for participation in sponsored research, how many faculty members in your department would be eligible? _____.
6. Is there a minimum dollar amount of support that you would recommend for eligibility? _____. If so, how much? _____.
7. If course load reductions were given for participation in non-sponsored research, and a criteria were set at two scholarly publications per year, how many of your full-time faculty would be eligible? _____.
8. What is the minimum number of scholarly publications that you would recommend for eligibility? _____.
Any other criteria?
9. If supervision of two masters or doctoral thesis students were the requirement for course load reduction, how many faculty in your department would be eligible? _____.
10. Would you limit eligibility to supervision of doctoral students?
11. Is there a formula that you would recommend on the relation between number of thesis students supervised and the amount of course release? _____.
_____. If yes:
12. Do you believe that substantial course load reductions could be obtained without increasing the number of faculty by eliminating redundant courses throughout the university? _____.
13. Do you believe that adopting the four-credit course curriculum while reducing the total number of courses offered is a viable solution? _____

COURSE LOAD REDUCTION SURVEY

February 7, 1990

14. Do you believe that course release should not be provided for research active faculty? -----.

15. Would increased use of part-time faculty or GTA's be a pedagogically responsible means of reducing full-time faculty teaching loads in your department? ----- Comments? -----

16. Would increasing the basic teaching load for faculty not active in research or administration on a selective basis be a possible solution in your department? ----- Comments?

17. Any further input on the benefits and costs of course load reduction for research-active full-time faculty, for your department, your school, and the university would be most welcome.

PLEASE RETURN QUESTIONAIRES TO:

Prof. C. A. Garris (tel: 4-3646)
Department of CMEE
Academic Center T-703

TARGET DEADLINE:

February 23, 1990

SENATE COMMITTEE ON RESEARCH

Departmental Survey on Teaching Load Reductions
for Research-Active Faculty

February, 1990

FOLLOW-UP SURVEY

1. Name of Department. _____
2. Do you believe the research productivity of faculty in your department would increase if course release were provided?

No Some Substantially (Circle one)
3. If active participation in research entitled a faculty member to 4 course/AY teaching load (exclusive of buyout), how many faculty in your department would be potential candidates who are not presently active in research.
a. Sponsored research _____.
b. Non-sponsored research _____.
4. In the long-term, new faculty positions may have to be created in order to handle the courses released by research-active faculty. Taking into account existing course release availability, maintaining existing levels of part-time faculty, and assuming the new faculty are research-active, how many new faculty do foresee might be needed to handle the course loads of your department. (In answering this question, be as fiscally conservative as you can - - this is no wish list!)
a. Sponsored research only _____.
b. Non-sponsored and sponsored _____.
5. The National Science Foundation has published data (See attached) indicating that the norm for most research-oriented universities is for 33% of the indirect costs generated by sponsored research is returned to the department for administrative costs including salaries of faculty. Do you believe that this figure is consistent with what your department has received from the university from sponsored research generated in your department?
Yes No Not Applic Don't Know (Circle one)

Comments? _____

PLEASE RESPOND BY MARCH 15, 1990 TO:

Prof. Charles A. Garris
Department of CME
ACAD T-739
(Telephone: 994-3646)

Statistics/C&IS

A course load of 4/year should be automatic for new faculty for the first 3 years, and would greatly improve our recruiting prospects. Even 4-year colleges (the good ones) now have 5 courses/year; this should be a minimum goal for us.

Communication

I would hope for some measure of department-level discretion/flexibility on this!!

Slavic

Alternating some courses; providing summer support.

Civil, Mechanical and Environmental Engineering

I believe there is a great deal of benefit to the university if we move toward course load reduction for research-active faculty. More sponsored research, difficult to get right now, could be forthcoming if researchers had the extra time for marketing and proposal preparation. Although many academic areas do not have access to outside funds, those researchers do not have the burden of seeking out sponsors, preparation of competitive proposals, meeting with contract monitor, etc. Therefore, their needs for course release are far behind that of faculty obtaining outside funds. Therefore, even the most active researchers should only have 1 course release/year in unsponsored research. Activity in sponsored research could justify up to 2 course releases/year if dollar amounts are large and support of graduate research assistants is provided.

Operations Research

See attachment. .

Philosophy

The department remains committed to offering an undergraduate program of high quality to strengthening the M.A. program in Philosophy and Social Policy, and to continued research and publication. To enhance research efforts, we recommend a reduction of teaching loads to 3/2 per year within the next few years and eventually to 2/2 per year. The preferred method for meeting these goals is the addition of full-time staff to the department. We also recommend careful consideration of the "four-credit course curriculum" as an alternative model.

Surgery

We think the medical school -- Dr. Jackson -- has a method of cost offset that we approve of.

Pharmacology

The situation in the Medical Center appears to be different from that on the main campus, and many of the questions are not applicable to us. We feel that all faculty members should maintain an active teaching and research program. This is not always possible, but those excluded from sponsored research because of the difficulty of getting research support usually accept a more extensive teaching and administrative load.

Women's Studies

Strategies 12, 13, 14 are all possibilities; 16 is punitive and demoralizing, creating division within collegial communities; reduction in teaching load for research is essential to building GWU into a major research institution but ultimately it will require an increase in full-time faculty if teaching standards are to be maintained.

Engineering Administration

★ THE CURRENT SYSTEM HAS 2 MAJOR NEGATIVE EFFECTS:

1. ACTS AS SIGNIFICANT DISINCENTIVE TO BRING RESEARCH TO THE UNIVERSITY.
2. DIS-EMPOWERS THE PEOPLE IN THE BEST POSITION TO IMPROVE RESEARCH PROGRAMS AT THE UNIVERSITY.

Neurosurgery

Most of our faculty should enjoy teaching and efforts should be made to have people teach what they teach and know best.

Business Administration

It is clear that in the better Business schools the "standard" teaching load is 4 courses per year. At 6 courses per year G.W. is way out of line. This factor together with non-competitive salary levels and a high cost of living environment make it difficult for G.W. to hire, retain and motivate faculty with high research productivity. Clearly our prestige as a University could be increased and our faculty would have higher morale if teaching reliefs and Summer research grants were generally available for research-active faculty. This is a topic of urgent priority if we are to improve the quality of our faculty and program.

Music

Support for serious examination of this issue must involve non-sponsored research at an equal level to sponsored (i.e., not \$\$-connected).

EE&CS

An absolute necessity!

Romance Languages and Literatures

We were authorized to try an across the board reduction to 4 courses for 1 year. It did not significantly increase research productivity and was, in my opinion, very costly from the point of view of teaching quality. Any reduction beyond the present normal teaching load will be awarded on a case by case basis by a committee well versed in our disciplines and judging not only quantity of scholarship but its value.

Physics

Obviously, this is a mixed bag across schools at present. It also probably depends on the Chair of the Department, the general productivity of the Department, how the latter is perceived by the

Dean responsible, etc. Currently, it sounds to me like SEAS has the least flexibility. Is this simply a Dean's decision?

Chemistry

Course teaching loads should be determined by the Chairman. Total course in department/total number of faculty in department = 6. Load distributed by Chairman. This involves no net increase in university budget.

Public Administration

While Dean's approval is essential, I worry about disparities across schools. If our Dean is super inflexible (as previous Dean was) we are bound much more so than departments in other schools. I believe Deans need to be together on this issue. I feel especially strongly about relief for heavy Ph.D. dissertation loads. The system on this is especially unequitable. Some faculty simply refuse to take on Ph.D. students while others (like me) have 10-12 Ph.D. students at one time.

Speech and Hearing

For our department, as reduction in "teaching" (course and clinical instruction) effort will be essential to recruiting new faculty.

Political Science

It is essential to retain and recruit the best faculty. We, at GW, teach more courses per year (6) than any Political Science department of comparable size in the country.

American Studies

Certainly we should work toward reduced loads for research active faculty.

Economics

The average teaching load in Ph.D. granting Departments of Economics in 1989-90 was four courses per year. Our load is much heavier than this, even though we rank number 29 among departments in terms of numbers of articles published in economics journals (with articles weighted by length). Because our teaching load (which is readily apparent and easily measured) is high relative to other departments, we have experienced difficulty in hiring and retaining faculty. In the last three years, we have had two incoming assistant professors stay only for one year before taking a job elsewhere.

SPECIAL REPORT

The Senate Committee on Research

On the Need for Teaching Load Reductions

at

The George Washington University

April 13, 1990

The Senate Committee on Research

Charles A. Garris, CMEE, Chairman

William C. Adams, Public Administration

Jeffery C. Anderson, Art

Frank E. Baginski, Mathematics

Linda J. Brandt, Psychology

Ernest J. Englander, Business Administration

Bruce M. Kramer, CMEE

Donald C. Linkowski, Human Services

Murray H. Loew, EECS

Terrence Phillips, Medicine

ex officio:

Roderick S. French, Vice President for Academic Affairs

Anthony G. Coates, Associate Vice President for Academic Affairs
and Research

Henry Solomon, Dean, Graduate School of Arts and Sciences

The Market Basket

Virtually all fine academic institutions recognize that the greatest deterrent to excellence in teaching and research is an excessive faculty work load and therefore maintain teaching loads that encourage excellence in both activities. In Figures 1 and 2 are shown teaching loads for a "market basket" of institutions in the areas of mathematics and engineering, respectively. The universities were arbitrarily selected as representatives of high calibre scholarly institutions where research is considered important. Teaching load was not a criterion for selection. Universities in the Washington, D. C. area were included for comparison. The disciplines of mathematics and engineering were selected because mathematics was considered an area representative of the arts and sciences where sponsored funding is difficult to obtain yet research is of importance, and engineering was taken as an area representative of professional schools area where sponsored funding is common.

Teaching Loads at George Washington University

All department chairmen at George Washington University were polled [1], and it was determined that in most departments outside of the medical school, the basic teaching load is six courses / academic year, whereas in the medical school, teaching loads are generally two courses/AY or less. For this reason, teaching load is not a major issue in the Medical School and an effort was made to restrict the analysis which follows to the "University" only.¹ For the "University", there was very strong support for the need for reduced teaching loads for research-active faculty. The survey did show that reductions in teaching load for research are presently available in 57% of the departments exclusive of "buyout", but on a very limited basis.²

Figures 1 and 2 clearly show that in both mathematics and engineering, the basic teaching loads at George Washington University are the highest of all, and not a single research oriented university was identified that had teaching loads equal

¹"University" will be taken to mean the university exclusive of the Medical School.

²Example: In SEAS, to get a 4 course/AY teaching load, one must generate \$300,000.-\$400,000. in sponsored research. In other schools, course releases, when available, are dispensed on a highly selective basis with criteria generally determined by the department chairman.

to our basic teaching load of 6 courses/academic year³. The high teaching load is perhaps the greatest deterrent at George Washington University for participating in research and it punctuates the cause of one of the major problems that our research-active departments face: recruiting and retaining excellent faculty⁴. We are simply not competitive for the best faculty. Our high teaching loads have also been an important source of criticism by accrediting agencies. These problems affect our ability to attract excellent students and command high tuition and obtain outside funding . . . and around and around. It is the classic vicious circle. Excellent analyses on the importance of further developing research at George Washington University and the need for reduced teaching loads can be found in [2], [3], and [4].

A Case Study: Georgetown University

It is of interest to note that other institutions have broken out of the previously discussed vicious circle. One such example is Georgetown University. Discussions between C. A. Garris and several faculty and administrators have provided useful information on their experience. The sources of information included Father Lawton, Dean of the School of Arts and Sciences, Prof. Ron Roser, Chairman of Mathematics, Mr. Stuart Rich, Director of Institutional Research, and Professor Dorothy Brown, Chair of the Main Campus Planning Committee.

In response to difficulties in hiring and retaining excellent faculty and in the promotion of research, the Main Campus Planning Committee produced a report known as the "Martire Report" in June of 1986 recommending the addition of 70 full-time new faculty positions for the Main Campus (excluding the Medical School) by the 1994-95 academic year with the goal of reducing the basic teaching load for full-time faculty to 5 courses/year. The administration boldly adopted the plan and by 1988, 29 full-time faculty positions were added. Since then, a planned number of new faculty positions have been added annually and in the 1990 five-year plan, it is stated that the recommendations of the "Martire Report" will be

³Teaching loads on the quarter system were adjusted to the semester system by multiplication by 2/3.

⁴Example: From [1], APPENDIX II, "Economics: The average teaching load in Ph.D. granting departments of economics in 1989-90 was 4-courses/year. Our load is much heavier than this, even though we rank number 29 among departments in terms of numbers of articles published in economics journals. Because our teaching load is high relative to other departments, we have experienced difficulty in hiring and retaining faculty. In the last three years, we have had two incoming assistant professors stay only for one year before taking a job elsewhere."

fulfilled by 1995. Since the implementation of the "Martire Report" recommendations, the original target of 5 courses/AY has been bypassed in favor of 4 courses/AY. The administration again stated in its 1990 five-year plan its continued commitment to the reduction of faculty teaching loads in order to "encourage further excellence in teaching and research and to build a stronger sense of community".

It must be emphasized that the approach was not simply to cut teaching loads throughout the university. Each department was advised that they had to essentially compete with each other for the reductions, and had to write detailed proposals outlining how academic programs and research would benefit by such teaching load reductions. Only those departments with strong commitments to improving academic quality were given the reduced teaching loads. Within the departments, the directive of the five-year plan stated "Course reductions should not be approved for unproductive (teaching, scholarship and service) faculty members." A very powerful incentive for excellence was thereby created. In a gradual phased in manner, teaching loads were reduced. Today, a large segment of the campus, including mathematics, has a 4 course/AY teaching load, but there remain departments with 5 courses/AY and even some with 6 courses/AY. Mr. Rich of Institutional Research has been tracking the progress of the program.

Discussions with Dean Lawton and Prof. Roser revealed great satisfaction among the administration that the program has been successful. Dean Lawton emphasized that the greatest impact of the program has been on improving the quality of instruction, but the results on research productivity have been excellent as well. He did state that class sizes have increased and the number of course offerings have been reduced as a result of the program. It should be noted that the reduction of teaching loads is to be obtained not only through the addition of new faculty, but also through curriculum management.

Although the major thrust of the program was not specifically directed toward increasing sponsored research activity, this is obviously one of the rewards of freeing up the faculty. Figure 3 shows the ratio of sponsored research income to total university (non-hospital, non-clinical) revenue from 1976 to 1989 as obtained from the annual reports at Georgetown, compared with similar data for George Washington University from 1972-1989 (Medical school & hospital excluded). It can be seen that starting in 1985, the year of implementation of the program, there was a significant increase at Georgetown in sponsored research which substantially lowered its dependence on tuition. Conversations with GU faculty indicated that this rise was due not only to reduced teaching loads, but also a greater commitment to research with a corresponding heavy infusion of money during this period. At George Washington University, there has been a severe decline since 1976 which

appears to have bottomed out in 1987, suggesting a trend toward greater dependence on tuition.

Sponsored Research at George Washington University

As has been observed in Figure 3, there is a disturbing trend whereby since 1976, "University" sponsored research income has not kept pace with revenue. At present, the ratio of sponsored research to total revenue for the "University" is about 0.12, down from .24 in 1976. How do we compare with the market basket institutions? This is shown in Figure 4 which utilized data from the HEGIS Survey [6]. It can readily be seen that of all the institutions, GWU is the lowest ranking. This is an indicator that the "University" has not developed sponsored research as a source of revenue to its full potential. If we had maintained the proportion at the 20% level, in FY1989, there would have been additional revenue in the amount of \$18 million.

Figure 5 shows how GWU compares with the market basket institutions in terms of sponsored research / faculty member. Again, GWU ("University" only) is the lowest ranking.

The fact that we rank highest in teaching loads and lowest in research per faculty is not a coincidence. The data suggests that George Washington University has not created an environment which motivates its faculty to their full potential, and, as a result, has not reaped the corresponding benefits. What is needed is an incentive structure which fosters such an environment. Reducing the teaching load for research-active faculty should be the first step in developing this structure.

The previous data were directed to sponsored research, but the findings of the committee through its survey and the open hearings indicate that the need for an incentive structure for non-sponsored research is as great. Non-sponsored research productivity is more difficult to quantify, and the benefits cannot be measured directly in dollars, but the same needs for a research-supportive environment apply.

Comments on the Medical School vs. "University"

It may be noted that according to [5], George Washington University ranked 68th in the nation in research & development obligations from the federal government in FY1988. The Medical School had a major impact in the attainment of this ranking. Of the \$33 million dollars in GWU R&D obligations reported in [5], approximately \$14.4 million was obtained by Medical School. The Medical School is administered as research-oriented institution with appropriately low teaching loads.

Comparison of Institutional Data

In order to shed some light on how George Washington University compares with the market-basket institutions on a per faculty basis, several parameters were examined. In Figure 6 is shown the full-time undergraduate / full-time faculty ratio. GWU appears average within the market basket. In Figure 7 is shown the market value of endowment per faculty. GWU appears in the middle of the ranking, suggesting the respectability of our endowment. In Figure 8 is shown the ratio of the difference between the non-hospital current revenues and expenses to full-time faculty. GWU ranks in the middle suggesting comparable financial strength. In Figure 9 is shown the difference between the endowment income and the debt payments / faculty member. GWU is in the middle of the ranking, again suggesting comparative financial strength. Figure 10 shows how our indirect costs compare. In spite of the fact that most of the institutions in the market-basket are more research oriented than GWU, it may be seen that GWU's indirect cost rate is average. The conclusion that one arrives at from reviewing Figures 6 - 10 is that from a financial perspective, GWU is in the same category as the market basket institutions. Figures 3, 4, and 5 suggest that we are not in the same category in producing research. Figures 1 and 2 give an indication of why.

Recommendations

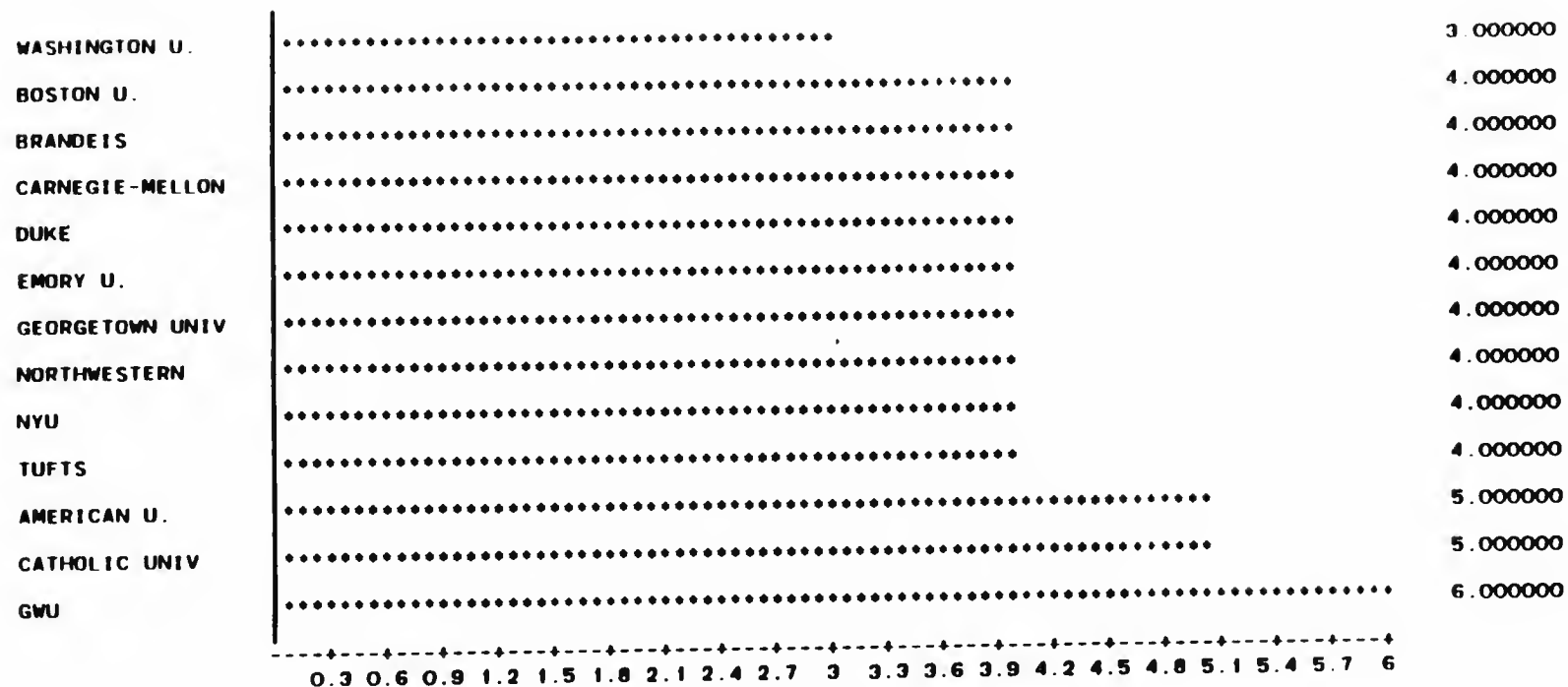
The "University" should establish an objective to reduce teaching loads for research-active faculty within a specified period of time. The survey [1] suggested that much can be done by curriculum management to enable course load reductions and several departments have already been successful in achieving selected reductions. However, only so much can be achieved by trimming our course offerings before adverse effects emerge on the quality of the program. As Georgetown concluded, if course load reductions are to be made widely available for research-active faculty without detrimental impact on academic programs, new full-time faculty have to be hired. The survey [1] suggested that 28 new positions will be needed for sponsored research and 62 new positions for non-sponsored research for a total of 90 new positions. Obviously, this figure is crude at best. If detailed justifications were required and the course releases were distributed on a competitive basis as at Georgetown, this number might be substantially reduced. On the other hand, if the policy had the desired result of activating the faculty towards research, the needs for new faculty could rise. For the purpose of discussion, let us assume that 90 new positions is a valid number. At \$75,000/year/faculty for salary+fringe+overhead, this would amount to \$6.7 million/year increase which is a small fraction of the \$270. million salary + fringe package now existing. Of course, this would be phased in over a period of years. In proportion to the size of GWU, this would be a smaller commitment than that made by Georgetown. As Georgetown did, a plan can be made to gradually add these faculty in phases. Increased revenue from sponsored research would

partially offset the cost. The benefits that the university would reap are those already being enjoyed at Georgetown: increased research productivity, higher quality academic programs, better faculty hiring and retention results, increased recognition and reputation, improvement in quality of students, and increased revenues from all sources.

REFERENCES

1. Garris, C. A.: "Survey on Teaching Loads and Research Productivity of Full-Time Faculty", SPECIAL REPORT, The Senate Committee on Research, April, 1990.
2. "Report of the Commission on the Year 2000", The George Washington University, 1985.
3. Coates, A.: "A Private University with a Public Mandate: A Self-Study Report for the Middlestates Association of Colleges and Secondary Schools", The George Washington University, 1987.
4. Solomon, H.: "Obstacles to Research", University Committee on Research, 1985.
5. Bloch, E.: "Federal Support to Universities, Colleges, and Selected Non-Profit Institutions: Fiscal Year 1988". National Science Foundation, NSF 89-330, 1989.
6. U. S. Department of Education, National Center for Education Statistics, Higher Education Information Survey (HEGIS): Financial Statistics of Institutions of Higher Education, Fiscal Year 1986.

BASIC TEACHING LOADS FOR MATHEMATICS DEPARTMENTS

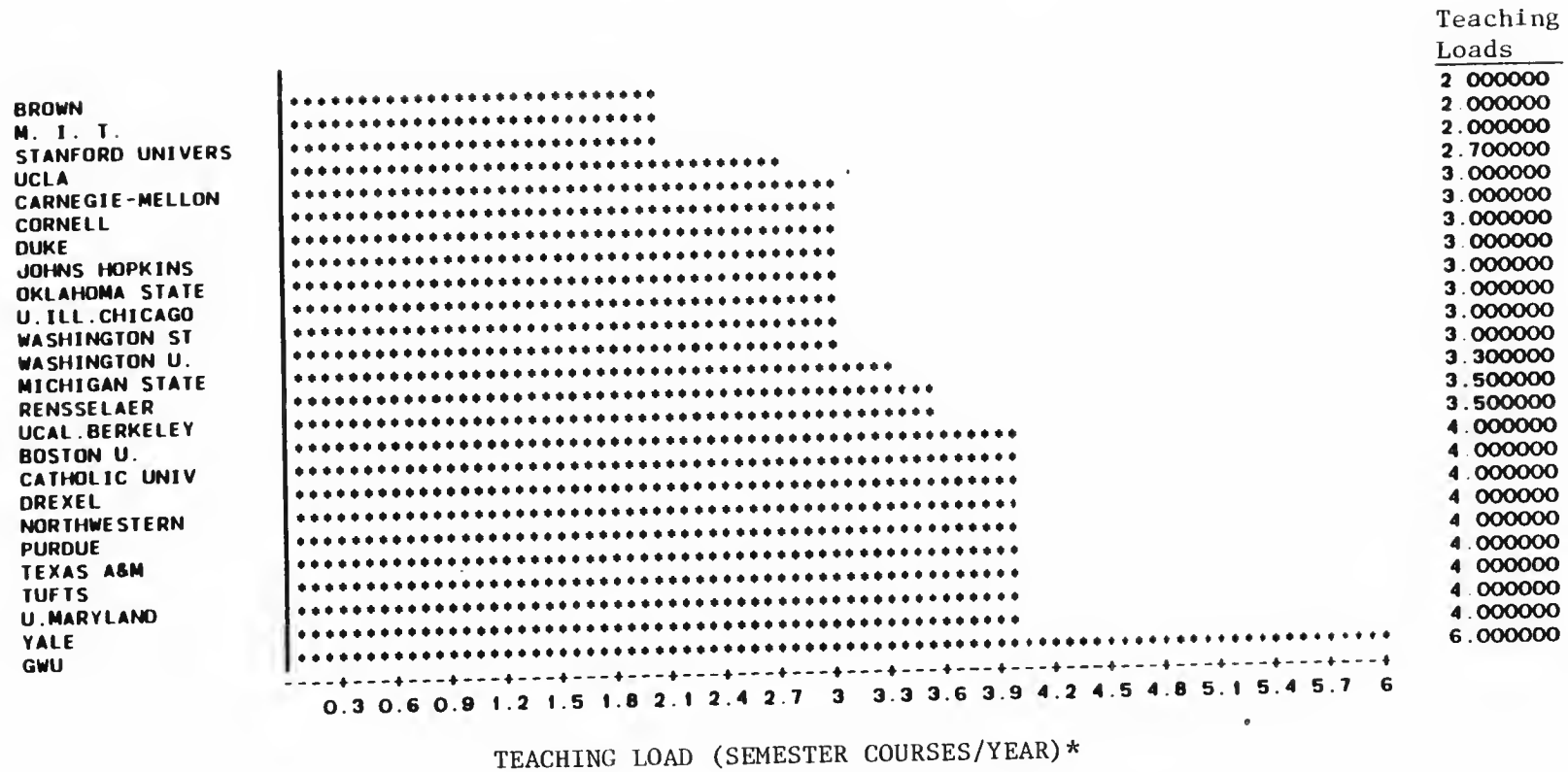


TEACHING LOAD (SEMESTER COURSES/YEAR)*

*Quarter system teaching loads
adjusted for semester system

FIGURE 1

**BASIC TEACHING LOADS FOR ENGINEERING SCHOOLS
(ADJUSTED TO SEMESTER SYSTEM)**



*Quarter system teaching loads
adjusted for semester system

FIGURE 2

Sponsored Research at GWU and GU

Senate Committee on Research, 1990

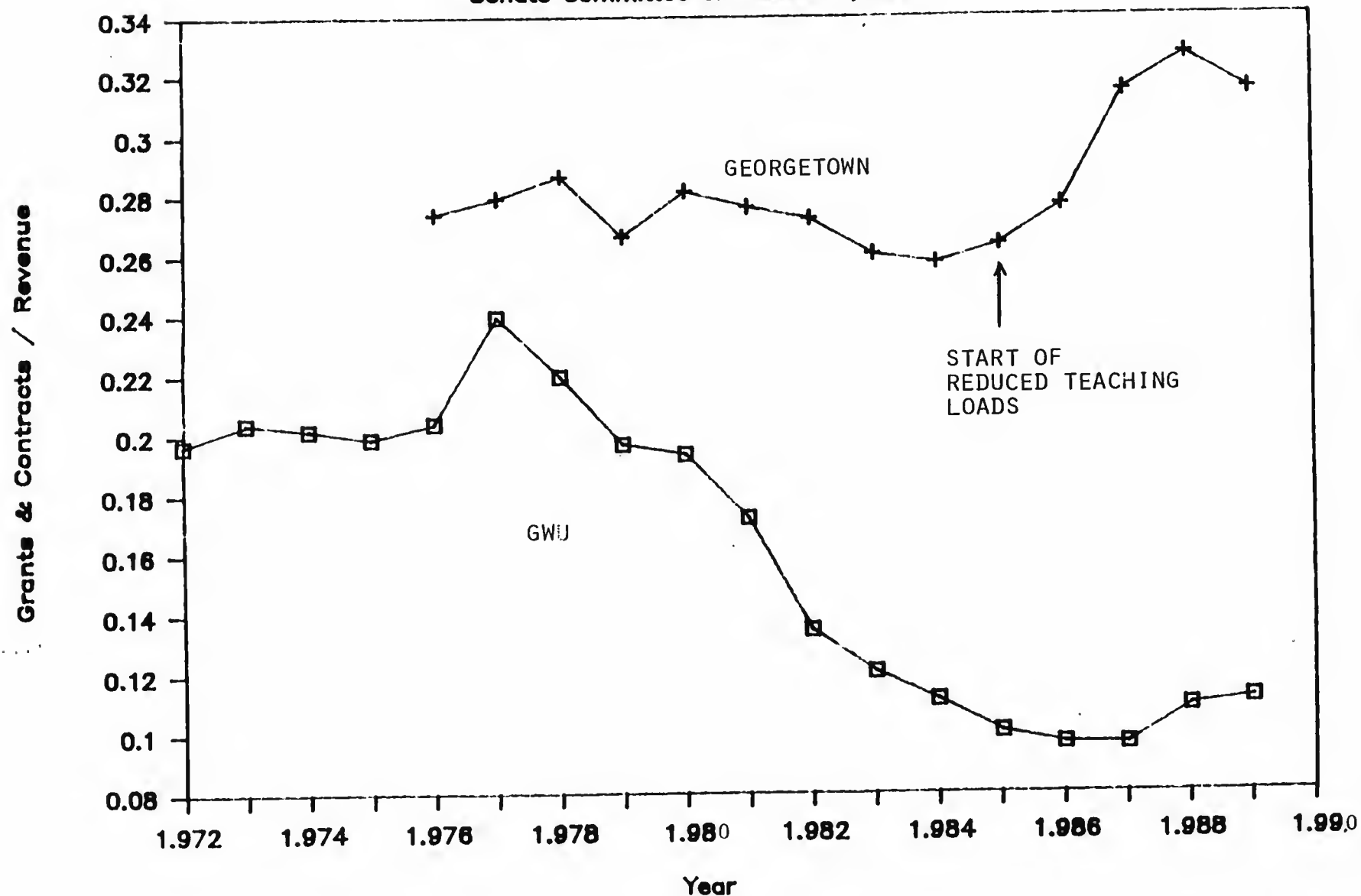
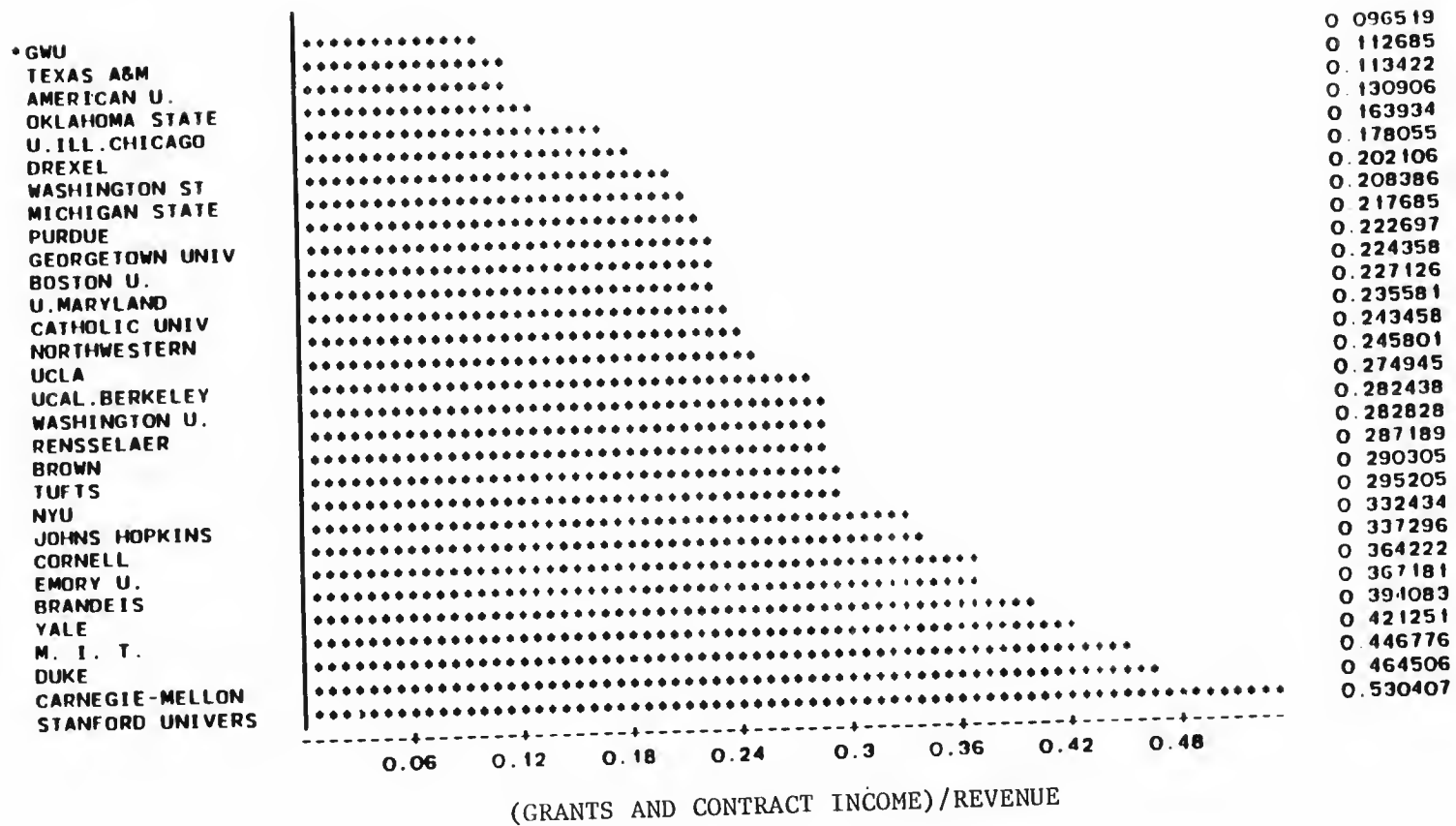


FIGURE 3

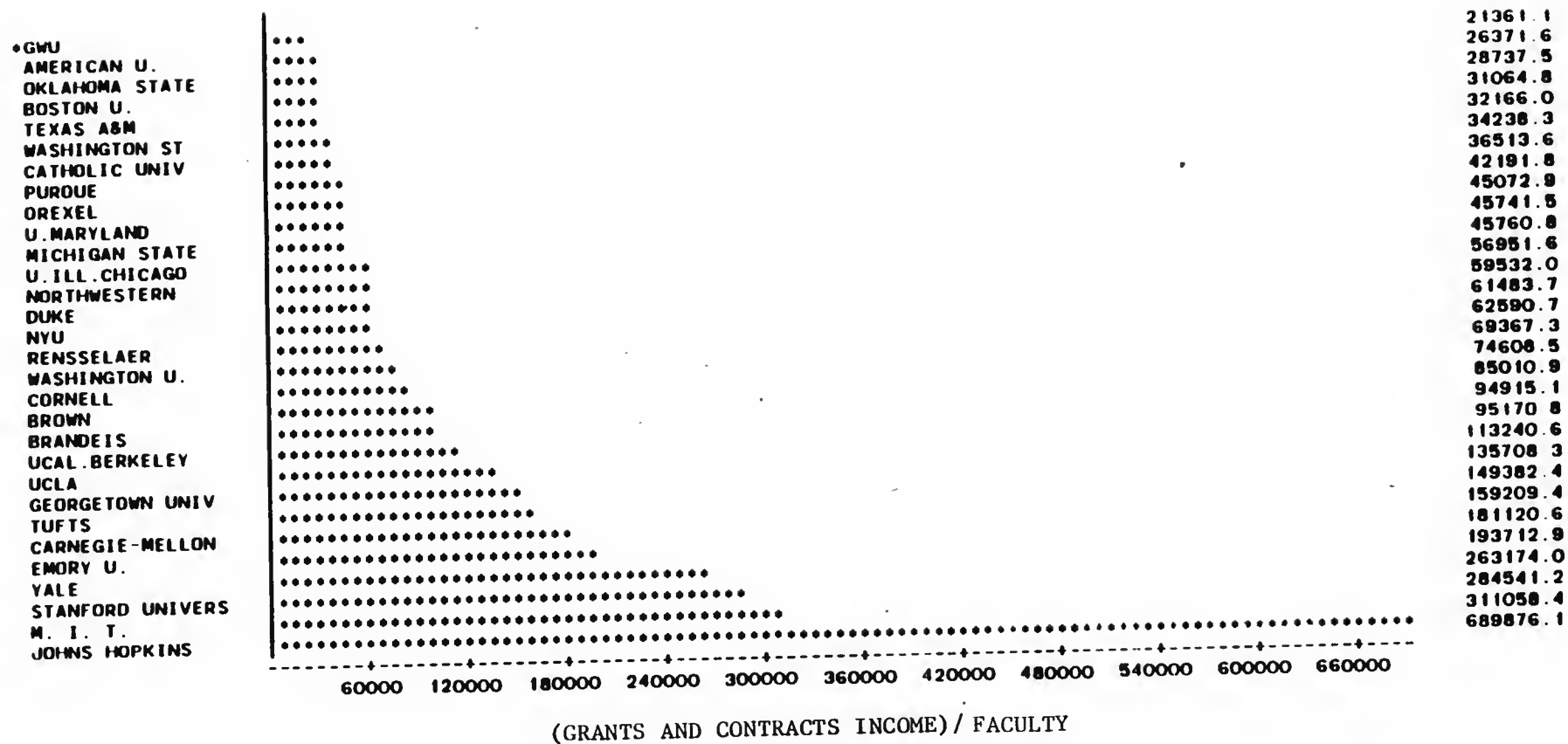
GRANTS&CONTRACTS / REVENUE⁺



• University Only
 + 1986 D.Ed. HEGIS Survey

FIGURE 4

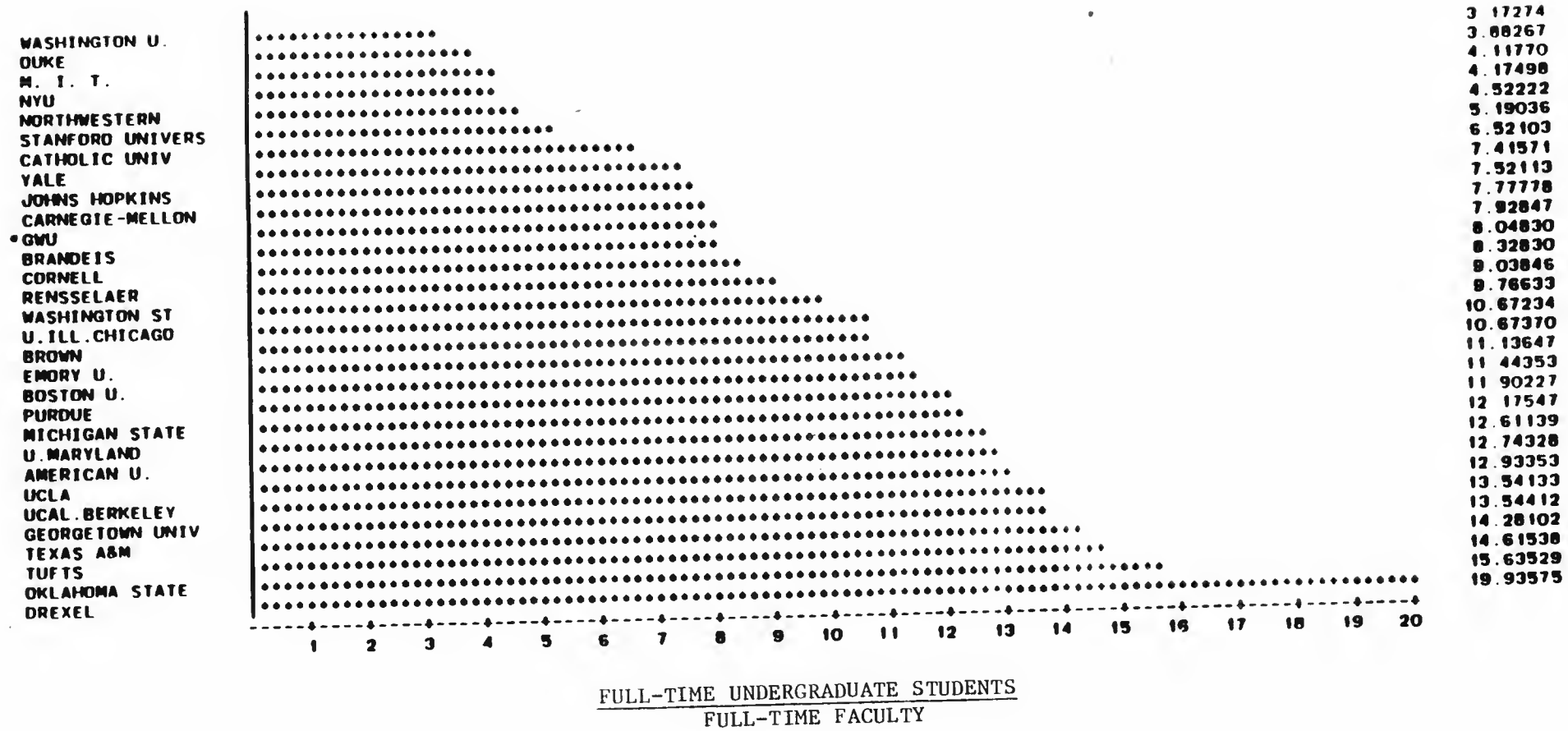
GRANTS AND CONTRACTS/FACULTY⁺



• University Only
⁺ 1986 D.Ed. HEGIS Survey

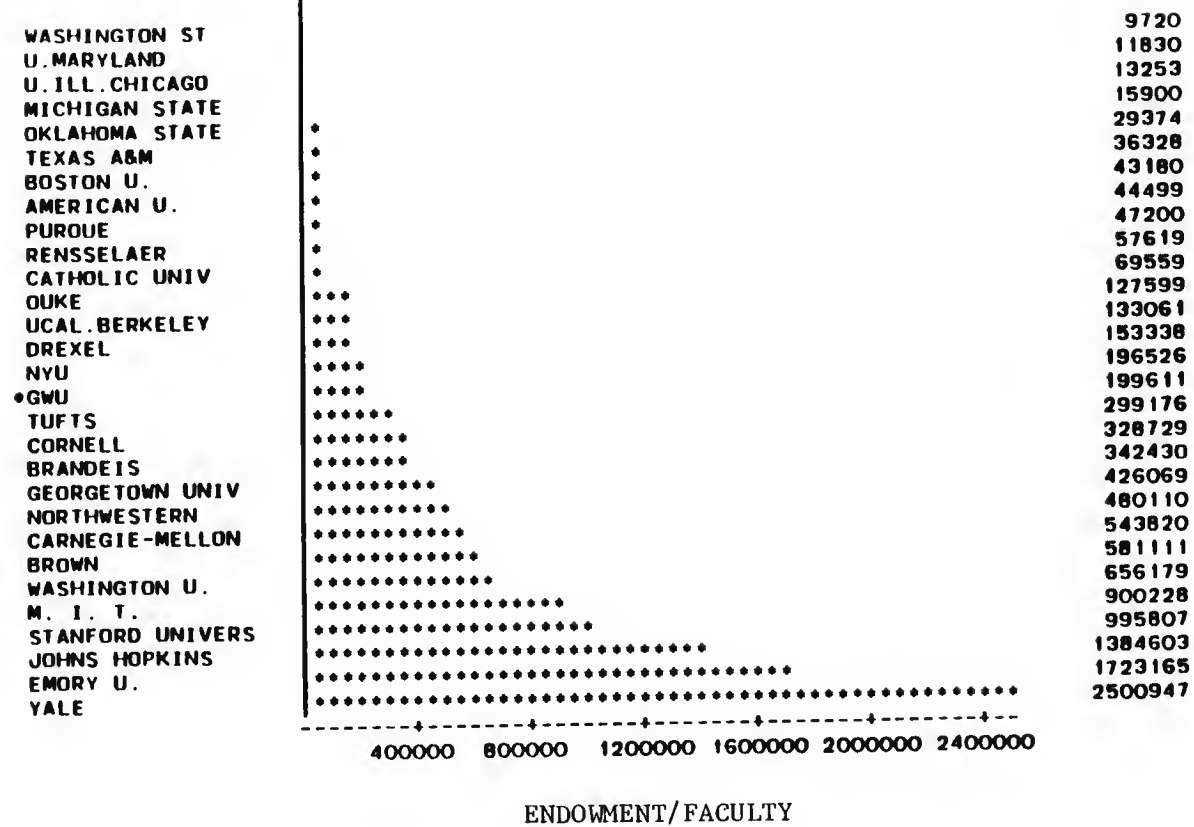
FIGURE 5

STUDENT / FACULTY



* University Only

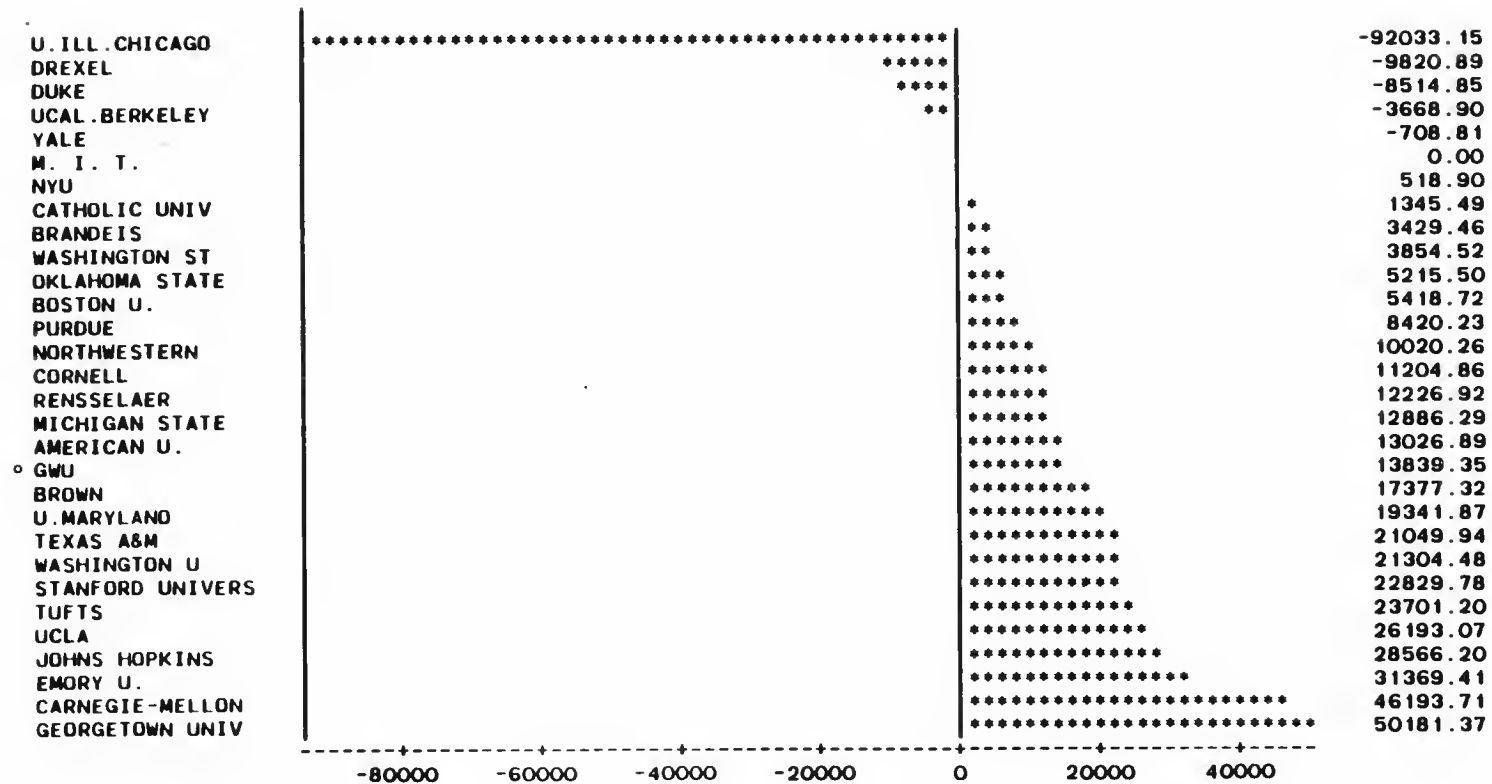
FIGURE 6



• University + Medical School, 1986
Annual Report
+ 1986 D.Ed. HEGIS Survey

FIGURE 7

(NON-HOSPITAL REVENUE - EXPENSES) / FACULTY MEMBER[†]

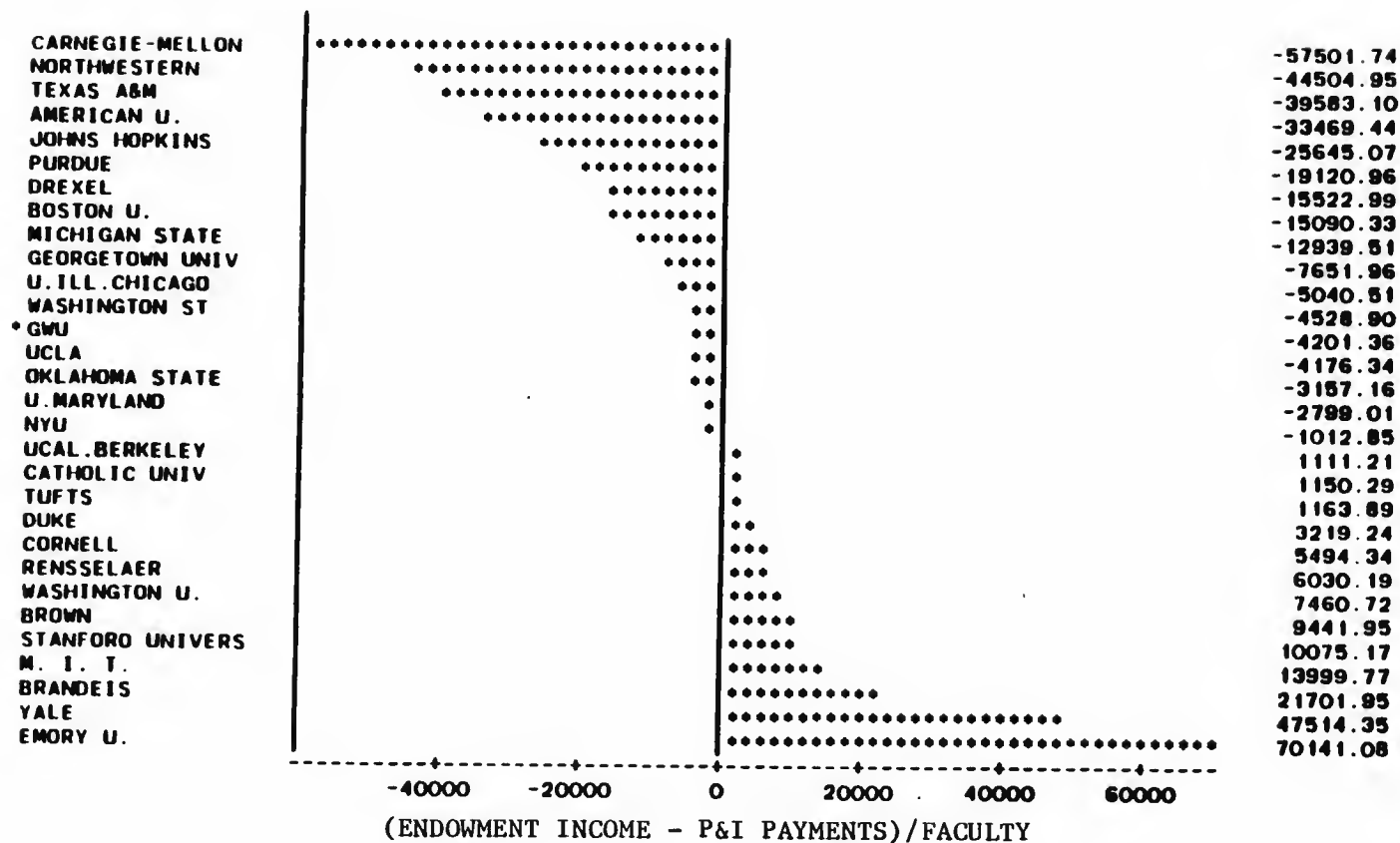


(NON-HOSPITAL CURRENT REVENUE - EXPENSES)
FULL-TIME FACULTY

° University Only, 1986
+ 1986 D.Ed. HEGIS Survey

FIGURE 8

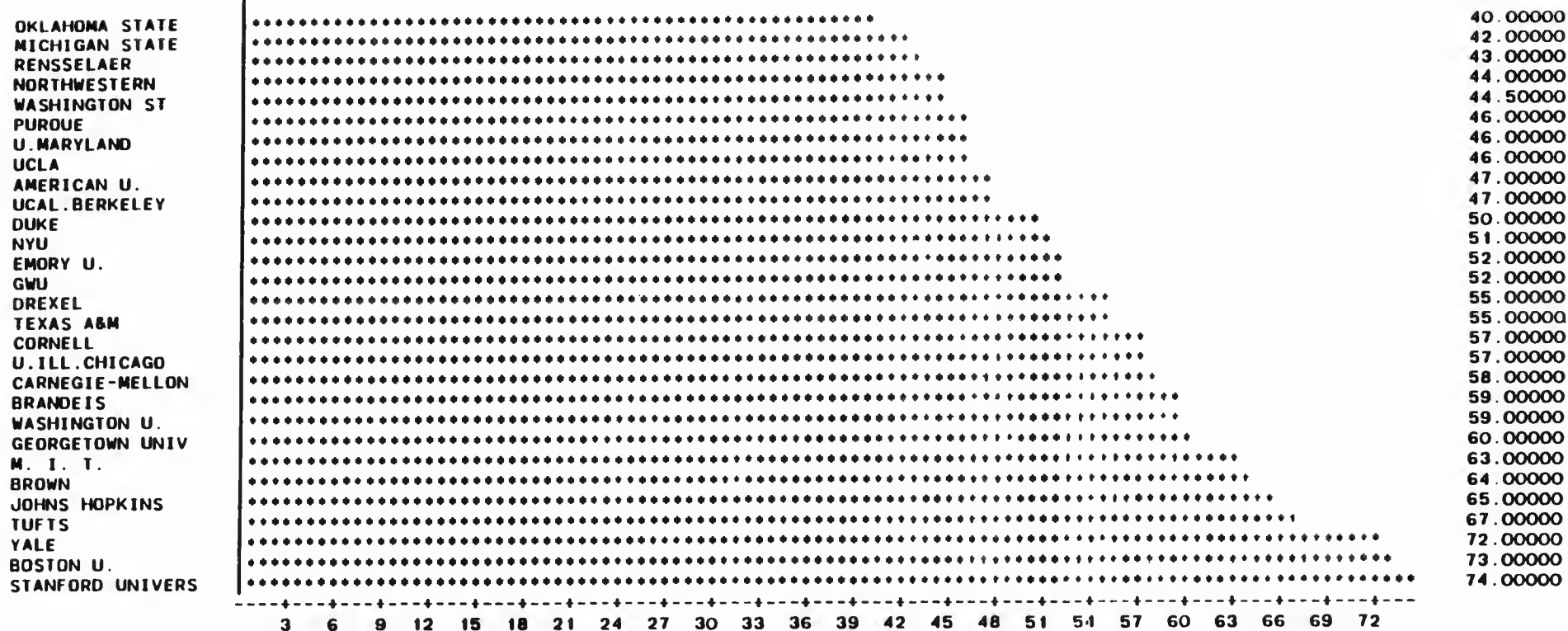
(ENDOWMENT INCOME - P&I PAYMENTS ON PHYSICAL PLANT)/(NO. OF FACULTY) +



* University + Medical School, 1986
Annual Report
+ 1986 D.Ed. HEGIS Survey

FIGURE 9

INDIRECT COST RATES FOR SPONSORED RESEARCH AT VARIOUS UNIVERSITIES



INDIRECT COST RATE FOR SPONSORED RESEARCH

BASIC UNIVERSITY DATA FOR FY 1986 (\$) ^x

<u>UNIVERSITY</u>	<u>NO. OF STUDENTS</u> °	<u>NO. OF FT FACULTY</u>	<u>GRANTS & CONTRACTS REVENUE</u>	<u>NSF REVENUE</u>	<u>TOTAL REVENUE*</u>	<u>ENDOWMENT (MARKET VALUE)</u>	<u>ENDOWMENT INCOME</u>	<u>PRIN. & INTEREST PAYMENTS</u>
AMERICAN U.	5212	409	10786000	431000	95096000	18200000	520000	14209000
BOSTON U.	34857	3046	94623533	4660000	421753264	131525029	3281869	49247014
BRANDEIS	2833	352	33500122	2921000	91235982	120535532	10494737	2855651
BROWN	5561	521	49450771	7310000	172189174	302759037	9995310	5076053
CARNEGIE-MELLON	4130	531	96175018	15255000	207048004	288768292	12130658	42664082
CATHOLIC UNIV	2791	428	15627817	437000	66337208	29771109	1329155	836833
CORNELL	12684	1523	129471628	34278000	383851127	500654584	31893395	23525512
DREXEL	7137	358	16136082	2250000	90623952	54894975	1522158	7079387
DUKE	5824	1500	92225583	5620000	206424795	191398501	8593792	3764838
EMORY U.	4733	425	82328000	1344000	226038000	732345000	42962000	13152041
GEORGETOWN UNIV	5528	408	60948000	778000	273681000	173836000	6583000	9705000
•GWU	5653 +	713 •	15230429 •	1037000+	187797147 •	256700000 +	6825898 +	12228847 +
JOHNS HOPKINS	2670	355	244906000	7804000	736705000	491534000	21760000	30864000
M. I. T.	4443	1079	335632000	35710000	796750000	971346000	20399000	5293253
MICHIGAN STATE	30183	2479	113441013	14767000	544379985	39415880	2079479	34156536
NORTHWESTERN	6919	1530	91084000	10989000	374126000	734569000	29294000	97386574
NYU	11047	2646	165615000	7065000	561017000	520007000	35052000	37732000
OKLAHOMA STATE	15948	1020	29312208	1880000	223917773	29981847	0	3220302
PURDUE	26185	2200	92821944	8281000	426404560	103839098	4140916	46207021
RENSSELAER	4700	520	36071000	5108000	127537000	29961847	8833000	5697302
STANFORD UNIVERS	6571	1266	360229105	23592000	679156274	1260691488	47669177	34914007
TEXAS A&M	29576	2071	66615735	6629000	591167410	75236089	3875023	85851629
TUFTS	4750	325	51743045	1800000	178237099	97232071	4337603	3959339
U. ILL. CHICAGO	12540	1175	66918096	148000	408202441	15572775	637086	6559683
U. MARYLAND	24794	1966	89927788	12522000	395937835	23257470	659477	6162325
UCAL. BERKELEY	20312	1500	169860875	24304000	617798980	199591685	10178029	8511218
UCLA	21987	1700	230704062	15453000	938580478	.	12116702	19216477
WASHINGTON ST	13458	1378	47180435	3604000	233443847	13394013	525839	6766664
WASHINGTON U.	4702	1482	110569807	4905000	391483059	972458000	26632929	15576143
YALE	5181	700	184221768	10333000	467469547	1750663000	45255276	11995232

^x 1986 D.Ed. HEGIS Survey

• University Only

+ University + Medical School

* Excluding hospital revenue

° Full-time undergraduates

TABLE 1

THE GEORGE WASHINGTON UNIVERSITY
Washington, D. C.

The Faculty Senate

April 2, 1990

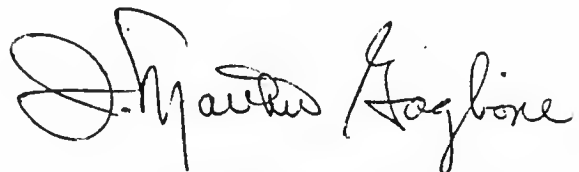
The Faculty Senate will meet on Friday, April 13, 1990, at 2:10 p.m., in Lisner Hall 603.

AGENDA

1. Call to order
2. Short recess for the purpose of having a formal group photograph taken of the Faculty Senate (1989-90 Session)
3. Approval of the minutes of the regular meeting of March 9, 1990
4. Old Business:

A SUBSTITUTE RESOLUTION IN SUPPORT OF THE NEED FOR TEACHING LOAD REDUCTIONS TO ENSURE THE GROWTH OF RESEARCH AT THE GEORGE WASHINGTON UNIVERSITY (89/8); Professor Charles A. Garris, Chairman, Committee on Research (Resolution 89/8 is attached; Special Report to be distributed)
5. Resolutions:
 - (a) A RESOLUTION TO CREATE A SENATE SPECIAL COMMITTEE ON THE NORTHERN VIRGINIA CAMPUS (89/12); Professor Robert W. Rycroft, Chairman, Special Committee on Northern Virginia Planning (Resolution 89/12 is attached)
 - (b) A RESOLUTION ON RECRUITMENT AND APPOINTMENT REPORTING (89/13); Professor Lilien F. Robinson, Chairman, Committee on Administrative Matters as They Affect the Faculty (Resolution 89/13 is attached)
 - (c) A RESOLUTION TO RECOMMEND RENAMING THE FACULTY SENATE COMMITTEE ON UNIVERSITY DEVELOPMENT AND RESOURCES (89/14); Professor Simon Y. Berkovich, Chairman, Committee on University Development and Resources (Resolution 89/14 is attached)
6. Introduction of Resolutions
7. Report on Educational Benefits by Professor Arthur D. Kirsch, Chairman, Appointment, Salary and Promotion Policies Committee (Resolutions may be offered and a suspension of the rules may be requested to permit their consideration)

8. Interim Report from the Budget Advisory Team by Professor Lilien F. Robinson and Professor Arthur D. Kirsch, faculty representatives
9. Remarks by President Trachtenberg on the linkage between tuition and student financial aid
10. General Business:
 - (a) Nomination for election of the following nominees to the Executive Committee for the 1990-91 Session proposed by the Nominating Committee, Professor Susan J. Tolchin, Chairman: Professor William B. Griffith (CCAS), as Chairman; Professor Salvatore F. Divita (SGBA), Professor Charles A. Garris (SEAS), Professor Robert E. Park (Law), Professor Alvin E. Parrish (Medical), Professor Robert W. Rycroft, (ESIA), and Professor Clemmont E. Vontress (SEHD), as the other six members
 - (b) Nomination for election of five faculty members and Chairman to the Dispute Resolution Committee (nominations to be made)
 - (c) Nomination for appointment by the President to various Administrative Committees (nominations to be made)
 - (d) Report of the Executive Committee: Professor William B. Griffith, Chair
 - (e) Annual Reports: Committee on Physical Facilities (attached)
11. Brief Statements
12. Adjournment



J. Matthew Gaglione
Secretary

A SUBSTITUTE RESOLUTION IN SUPPORT OF THE NEED FOR TEACHING LOAD
REDUCTIONS TO ENSURE THE GROWTH OF RESEARCH AT THE GEORGE
WASHINGTON UNIVERSITY (89/8)

WHEREAS, In the Report of the Commission on the Year 2000, the Report for the Middlestates Association, the Budget Advisory Team Report for 1990-91, as well as statements by President Trachtenberg and other administrators, recommendations have been made for the faculty of The George Washington University to increase its participation in research; and

WHEREAS, The faculty has shown through publications, applications to the University Committee on Research, and through the submission of proposals for sponsored research funds that there exists a high interest in conducting research; and

WHEREAS, The faculty of the University has the scholarly potential to increase this effort substantially if existing obstacles were removed and the proper incentives were in place; and

WHEREAS, The United States Government considers the education and training of skilled researchers essential for the future of the country and therefore dedicates billions of dollars in support of university research; and

WHEREAS, In the year 1988, sponsored research programs generated more than \$33 million for the University and provided support for many graduate students, enabled the permanent acquisition of laboratory equipment and computational facilities, supported the library, increased the stature of the University, and provided many other benefits; and

WHEREAS, Faculty participation in research requires large investments of time and effort for performing research and graduate student supervision; for sponsored research, additional time is needed for proposal preparation, student recruiting, report writing, financial management, in addition to performing research; and

WHEREAS, Virtually all fine research institutions recognize that the greatest deterrent to excellent teaching and research is an excessive faculty workload and therefore reduce teaching loads to enable faculty to dedicate the time needed for excellence in both activities; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

1. That the number one priority in advancing the goal of increasing research while maintaining excellence in teaching is the reduction of teaching loads for those faculty pursuing research; and

2. That the Office of the Vice President for Academic Affairs should establish a plan leading to reduced teaching loads for research-active faculty as soon as possible; and
3. That the following shall be established as target teaching-load guidelines for research-active faculty:
 - (a) For faculty who have a history of support from sponsored research or who are newly-hired with the expectation that they will conduct sponsored research, the basic teaching load shall not exceed four courses per year; the funds to support faculty salaries should be paid from indirect cost recovered from sponsored research in accordance with current practices at research institutions; and
 - (b) For faculty involved in non-sponsored research:
 - i. Supervision of three doctoral dissertations or six M.S. theses, or equivalent combinations, should entitle a faculty member to one course release per year; and
 - ii. Two publications, as a major author, in respected refereed journals should entitle a faculty member to one course release; and
 - iii. One book should entitle a faculty member to one course release; and

It is not intended that these course releases should necessarily be cumulative and considerable discretion should be left to deans and department chairs to determine the appropriateness of these guidelines for particular programs; it is understood that the ability of the University to support such course release for non-sponsored research projects might require the generation of new endowment and the use of various techniques to manage the curricula, and such measures should be vigorously pursued.

A RESOLUTION TO CREATE A SENATE SPECIAL COMMITTEE

ON THE NORTHERN VIRGINIA CAMPUS (89/12)

- WHEREAS, The George Washington University's Northern Virginia Campus has moved beyond the preliminary development stage and is now within six months of the targeted first operational phase; and
- WHEREAS, the new Campus has important implications for every aspect of the University's activities; and
- WHEREAS, the Northern Virginia Campus clearly offers the University an exciting potential for developing programs of national recognition which may benefit the University academically and financially; and
- WHEREAS, despite the substantial commitment of the University to the new Campus, the availability of financial and academic planning information is presently inadequate for informed evaluation of progress; NOW, THEREFORE,

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

- (1) That a new Special Committee on the Northern Virginia Campus be established to report to the Faculty Senate and to offer resolutions on the progress of the project; the format of these reports and resolutions should address the following principles:
 - (a) the Northern Virginia project should be consistent with the ten "Critical Success Factors" identified by the basic planning document, the "Report on Strategic Planning for the Northern Virginia Campus," otherwise known as the Saar Report;
 - (b) the Northern Virginia Campus should be a separate responsibility center, with accounting conventions to insure its integrity;
 - (c) the Northern Virginia Campus should provide quality academic programs comparable to those on the Foggy Bottom Campus;
 - (d) the Northern Virginia Campus should involve faculty on a voluntary basis, for both teaching and research activities;
 - (e) the Northern Virginia Campus should neither subsidize nor be subsidized by the Foggy Bottom Campus; and
 - (f) the new buildings for the Northern Virginia Campus should be designed in accordance with user needs, as defined by the participating schools.

- (2) That the new Committee be composed of one faculty member from each of the Schools of the University, excluding individual faculty engaged in the University planning process for the Northern Virginia Campus; and
- (3) That the Committee faculty members be nominated for election by the Senate Executive Committee, and that these nominations include at least one current member of the Senate; and
- (4) That the Associate Vice President for External Affairs be included as an ex officio member of the Committee; and
- (5) That the new Committee present a final report on its activities to the Faculty Senate at the conclusion of the Fall 1991 semester, at which time the Senate shall be asked to consider whether or not to continue the Committee.

d

Special Committee on Northern Virginia Planning
April 3, 1990

A RESOLUTION ON RECRUITMENT AND APPOINTMENT REPORTING (89/13)

WHEREAS, The University is an affirmative action/equal opportunity institution; and

WHEREAS, The University's commitment to affirmative action/equal opportunity in the recruitment and appointment of faculty has been demonstrated through implementation of recruitment goals and plans in individual schools and annual reporting by the Deans on recruitment and hiring of minorities and women; and

WHEREAS, The members of the faculty, who share in the responsibility of achieving stated University goals, cannot assist in achieving the latter without adequate information; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That recruitment reports currently being submitted by Deans to the Vice President for Academic Affairs be consolidated into a single report analyzing current recruitment practices with regard to University goals and recommendations for future recruitment practices; and

BE IT FURTHER RESOLVED

That this report be presented to the Faculty Senate by the Vice President for Academic Affairs with his evaluations and that it be established as an annual Fall semester agenda item for the Faculty Senate.

Committee on Administrative Matters as They Affect the Faculty
March 21, 1990

A RESOLUTION TO RECOMMEND RENAMING THE FACULTY SENATE COMMITTEE ON
UNIVERSITY DEVELOPMENT AND RESOURCES (89/14)

WHEREAS, the current name of the Committee implies its involvement in a broad range of activities many of which overlap with the scope of other Senate committees; and

WHEREAS, the effective functioning of the Committee can be ensured by concentration on more specific topics; and

WHEREAS, the current structure of Senate committees does not incorporate a committee dealing with faculty development issues; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Senate recommends that the Faculty Assembly amend the Bylaws of the Faculty Senate, Sec. 10, Faculty Organization Plan, to change the name of the Standing Committee on "University Development and Resources" to "Committee on Faculty Development Support" as the function of this Committee should be focused on enhancements in professional, social, and cultural issues of faculty life.

Committee on University Development and Resources
March 9, 1990

PHYSICAL FACILITIES COMMITTEE
FACULTY SENATE
1989-1990

FINAL REPORT

This committee had an active and productive year; the Committee met in session every month.

The beginning of the year was given over to getting briefed by the Physical Facilities Department to gain perspective. Subsequently, the committee questioned the Physical Facility Department's criteria for building and maintenance and discovered the department frequently had little, or incomplete, understanding of user needs because no institutional linkage existed between academic and physical facilities planning. Accordingly, the committee developed a resolution to recommend that a planning system to coordinate academic, budgeting, and physical facilities planning be established. This resolution, however, was not approved by the Executive Committee because President Trachtenberg expected the Budget Advisory Team to fill this need. While the resolution did not reach the floor of the Senate, the committee was nevertheless pleased to note that the need for integrated planning had been highlighted.

In addition, the committee concerned itself with the adequacy and quality of classrooms. While the Physical Facilities Department has a schedule for upgrading and maintaining buildings and classrooms, which it will implement when a budget is made available, the committee questioned its responsiveness to user needs. In an effort to be of assistance, the committee drew up a survey instrument to document the condition of all NON-DESIGNATED classrooms. The objective of this endeavor is to identify and prioritize the classrooms most in need of repair. In the hope of increasing the rate of response, this instrument will be distributed to the faculty by the Vice President for Academic Affairs. While the responses are expected after the term of office of the members will expire, the members of the committee have agreed to analyze the data and prepare an appropriate report to the Physical Facilities Department. It should be noted the Physical Facilities Department supports, and is appreciative, of this endeavor.

In addition, the committee addressed a number of requests received from faculty. One request concerned the removal of unsightly dead trees from the street. Another matter concerned space allocation to departments, e.g., on campus vs. off campus. In addition, the committee was called upon to critique the plan for renovating the book store; many useful suggestions were advanced.

It should also be noted the committee extended a warm welcome to two student members who joined the committee at mid-year. Further, it should be noted their perspective and contributions were important to the work of the committee.

Finally, while not an undertaking of the committee, the Chairman of this committee, acting in this capacity, has been appointed to two other committees: the Special Committee on the Northern Virginia Campus and the Space Committee (Administrative Committee). While the Space Committee met at infrequent intervals, the NOVA Committee met monthly, placing a heavy burden on the Chair of this committee. In addition, the Chair was asked to serve on a committee to review certain external proposals submitted to the Physical Facilities Department in response to a Request for Proposals it had issued.

Lastly, the Chair wishes to commend the members of this committee. They were a committed group of people who respected the views of their colleagues and who worked in earnest to make the year productive. The Chair was honored to be associated with this group of distinguished people and is very pleased with the accomplishments of their work.

March 9, 1990

PHYSICAL FACILITIES COMMITTEE

Members of the faculty:

Divita, Sal - SGBA, Chair
Greene, Sherwin - SGBA
Hirabayashi, Donna - VP Ac. Aff.
Lindholm, Roy C. - Columbian Col.
Murphree, E. Lile, Jr. - SEAS
Mustone Alexander, Lisa - Med.
Painter, William H. - National Law Ctr.
Sullivan, Patricia A. - SEHD

ex officio members:

Dickman, Robert E. - Asst. Treas. for Facilities
Diehl, Charles E. - Vice President and Treasurer
Runyon, Donald A. - Asst. Treas. for Business and Procurement
Klee, Jon - student
Walibky, Susan - student